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ABSTRACT

Developed as part of a project to upgrade the workplace vocabulary and comprehension skills of Pennsylvania workers in light industry, health, hotel and hospitality, and food service occupations, this document consists of four parts: a project report, a trainer's manual, a tutor handbook, and assessment report/resource packet. The project report explains the development of materials to train tutors in the use of functional context methodology for workplace literacy. The trainer's manual discusses the design of training workshops and presents the contents of the tutor handbook with notes to the trainer added in the left margin. The tutor handbook consists of an overview, instruction for tutors on how they can increase workers' vocabulary, and instruction on how they can help increase workers' reading comprehension. The section on how to build vocabulary is organized around the following questions tutors should ask themselves: What words does the student know? What words does the student know that have workplace-specific meanings the student needs to learn? and What words does the student not know at all? The section on how to improve comprehension is organized around the following questions: What does the student already know about the material? Can the student answer literal questions that are answered directly in the printed material? Can the student restate the material in his or her own words? and Can the student combine what he/she already knows with new information gained from the reading and apply it to a workplace situation? Both sections include printed text examples from the workplace that have been used with students. The fourth part of the document describes the study that identified the vocabulary, reading comprehension, schematics, math, writing, critical thinking, speaking, and listening skills needed by those who hold any of 29 second-level jobs in 5 occupational areas in Pennsylvania. The conduct of a literacy task analysis upon which the instructional materials were based is discussed. Seven appendices contain: (1) a list of businesses in the study and sample letters contacting and thanking employers; (2) a list of occupational areas, job titles, and employers involved; (3) copies of data collection forms; (4) lists of instructional techniques, a materials bibliography, and sample classroom materials; (5) a list of vocabulary, comprehension, schematics, critical thinking, writing, math, speaking and listening tasks specific to each occupational area; (6) a list of vocabulary, comprehension, schematics, critical thinking, writing, math, speaking and listening tasks common to occupational areas and to specific jobs; (7) list of skills specific to each job; and (8) list of skills needed for entry-level positions. (CML)

ED358249

TEACH THEM TO USE IT SO THEY DON'T LOSE IT

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Ms. Cynthia D. Garrett, Project Coordinator
1991-1992: Project Report

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PDE 353: 99-2011 $12,500

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ADULT LITERACY CENTER
OF THE LEHIGH VALLEY

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The name of the organization conducting this study changed from that of the Allentown Literacy Council to that of the **Adult Literacy Center of the Lehigh Valley.** In the body of the report, the reader will encounter the name, Adult Literacy Center of the Lehigh Valley. However in some of the examples of materials found in the appendices, the reader will encounter the name Allentown Literacy Council.

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Vocabulary, Comprehension, Schematics, Critical Thinking, Writing, Math, Speaking and Listening Tasks Common to Light Industrial, Health, Hotel/ Hospitality, Food Service

Vocabulary and Skills Specific to Light Industrial, Health, Hotel/Hospitality, Food Service

119207

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This project, TEACH THEM TO USE IT SO THEY DON'T LOSE IT, developed a tutor trainer manual, a tutor handbook and a resource packet for use with training tutors to use functional context methodology in teaching literacy skills using workplace materials. Functional context methodology is the process most often referred to in planning programs for teaching workplace skills. However, no material was written for use with volunteer tutors.

The Resource Packet contains a listing of the vocabulary, comprehension, schematics, math, and writing skills needed by 14 jobs in four occupational areas (Light Industrial, Hotel/Hospitality, Health and Food Service), in addition to a general and material bibliography.

Because of the need for prior training and experience will students, this material is designed to be used for an inservice workshop. It was well accepted by tutors and trainers in the field test.

This project will be of interest to trainers of adult educators, to adult educators and tutors, to PDE project advisors, to literacy councils, literacy programs in community colleges, and to adult educators in public schools.

119206

INTRODUCTION

This project, TEACH THEM TO USE IT SO THEY DON'T LOSE IT, developed a tutor trainer manual, a tutor handbook and a resource packet for use with training tutors to use functional context methodology in teaching literacy skills using workplace materials. Functional context methodology is the process most often referred to in planning programs for teaching workplace skills. However, no material was written for use with volunteer tutors.

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The Adult Literacy Center of the Lehigh Valley would like to thank the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education, Commonwealth of Pennsylvania, for its support. Copies of this report may be obtained from AdvancE at the Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333. To call in Pennsylvania 1-800-992-2283. To call from outside Pennsylvania 1-717-783-9541.

STATEMENT OF THE PROBLEM

In community-based organizations, volunteers are an integral part of a literacy program. In 1989-1990, more than 8200 volunteers were used in ACT 143 programs (Adult). In Pennsylvania, the number of tutors involved in adult literacy programs has grown 2470 percent, or six times that of the national average. The Business Council for Effective Literacy (1985) strongly recommends tutors be properly trained and supplied with professional personnel, support and instructional materials to function effectively in their role. Community-based organizations train their teachers and tutors to work in learner-centered, community relevant programs (Kangisser, 1985). Greater numbers of students are enrolling in these programs to gain workforce literacy skills and want immediate and direct results. One of the recommendations of the Adult Education Act of 1989 is that all basic skills programs develop and implement plans for upgrading workforce skills (Jump Start, 1989). Many of the students in community-based programs are either unemployed and are preparing for a job, or are employed and are seeking to upgrade their literacy skills for their jobs. They also want to increase their literacy skills for personal reasons. The functional-context methodology encourages people to learn what is important for them to know in their own lives (Hunter & Harmon, 1985). As a broad concept, functional context methodology can be used as an instructional methodology to train adult education staff, i.e. tutors, teachers and tutor trainers, to increase basic skills for use in specific situations so that a student learns vocabulary pertinent to specific needs and learns how to use literacy skills in performing well defined tasks. A component of the functional context methodology is to teach students to transfer skills from the specific situations to the general.

In this project, functional context methodology will be used to train tutors to meet specific workforce and occupational needs of students. Although in our current training tutors are trained to link basic skills instruction with a student's real life needs, the reality is that the materials tutors rely on are often very weak as teaching or tutor guides. Most materials are conceptual and lack a practical application to teaching. Secondly, our current training does not provide tutors with sufficient practical information for them to teach students to transfer skills. A third area that needs to be improved is the lack of appropriate material that tutors can take with them to use as resources. With the rapid increase in the number of tutors in the Commonwealth, the increasing number of students requesting both workforce literacy instruction and tutors, there is a statewide need for training information for tutor trainers and tutors in how to use functional context teaching to meet workforce needs.

One problem exists: A lack of tutor training material (tutor trainer manual and tutor handbook) on how to incorporate a functional context methodology into the training of volunteer tutors.

This study addresses this problem.

B. GOALS AND OBJECTIVES OF THIS STUDY:

The five objectives of the study were: 1) to develop a manual for tutor trainers on functional context methodology and workforce literacy using information from previous workplace literacy sources; 2) to develop a resource packet for use by tutor trainers incorporating handouts, sample activities, workforce literacy materials generated by students; 3) to develop a tutor handbook on functional context methodology and workforce literacy with sample activities and tutor hints;to develop a tutor handbook on functional context methodology and workforce literacy with sample activities and tutor hints; 4) to mail information about the availability of these product to projects funded by the Pennsylvania Department of Education, Adult and Literacy Education office.

C. PROCEDURES:

The project staff consisted of Dr. Linda V. McCrossan, Executive Director, Adult Literacy Center, project director. Dr. McCrossan will wrote the trainer manual and the final report. Dr. McCrossan and the project coordinator wrote the tutor handbook. Cynthia Garrett, project coordinator, worked with the Office Of Employment Security developing the instructional materials and techniques and the resource packet and worked with the project director to write the tutor handbook. The project coordinator trained the tutor trainer who conducted the two field tests

with the 30 tutors. Connie Shimer, the tutor trainer, was trained by the project coordinator and trained the tutors in the field tests. She worked with the director and project coordinator to review the material after the field test. Susan Kondravy typed the final reports. The staff spent 721 hours on this project.

The Adult Literacy Center collected workforce literacy materials from the previously mentioned sources and designed a manual for tutor trainers, a resource packet for the trainers, and a tutor handbook. The Center field tested the material with 2 tutor trainers who then train 15 volunteers in two inservice workshops. The final reports on the project were reviewed by tutors.

Materials were collected from the following sources: The Office of Employment Security, Allentown Literacy Council's 1990-1991 Section 353 project, Work-Based Learning (U.S. Dept. of Labor), Workplace Basics (Carnevale), Upgrading Basic Skills for the Workplace (Askov), Bridging Education and Employment with Basic Academic Skills (Pershing, ed.), and How to Gather and Develop Job-Specific Literacy Materials for Basic Skills Instruction (Drew & Mickulecky). Instructional methods and techniques used currently accepted understandings of adult learning and recommended instructional practices.

A Tutor Trainer Manual, Tutor Handbook, Resource Packet and Final Report were written. Each is bound separately. A combined index was developed. A copy of the index is found in each part of the project.

D/E. OBJECTIVES MET AND RESULTS:

All objectives of the project were met or exceeded.

Objective 1: to develop a manual for tutor trainers on functional context methodology and workforce literacy using information from previous workplace literacy sources.

A manual for tutor trainers was written (See manual bound separately). The manual includes the Tutor Handbook with Trainer Notes.

Objective 2: to develop a resource packet for use by tutor trainers incorporating handouts, sample activities, workforce literacy materials generated by students.

A Resource Packet is bound separately with this final report.

Objective 3: to develop a tutor handbook on functional context methodology and workforce literacy with sample activities and tutor hints; to develop a tutor handbook on functional context methodology and workforce literacy with sample activities and tutor hints.

A Tutor Handbook is bound separately with this final report.

Objective 4: to mail information about the availability of these product to projects funded by the Pennsylvania Department of Education, Adult and Literacy Education office.

Because of a reduction in original funding, notices were not mailed to all the projects funded by the Pennsylvania Department of Education, Adult and Literacy Education. Instead the procedures delineated in the Dissemination of the Report were followed.

F. EVALUATION TECHNIQUES AND RESULTS:

Summative and formative evaluation processes will be used. Formative evaluation will determine whether or not the project is fulfilling objectives within the time frame established. Summative evaluation will be used to determine the effectiveness of the trainer inservice programs through observation of tutor-training sessions by the Project Coordinator.

G. PROCEDURE FOR DISTRIBUTION:

The trainer manual, the resource packet, the tutor handbook and the final report will be submitted to AdvancE. A proposal will be submitted to PAACE mid-winter conference.

H. FINDINGS AND IMPLICATIONS:

Tutors eagerly used the tutor handbook and trainers found the training manual efficient in training them to use a non school based methodology in working with adults.

However, it is apparent from this project that tutors need to have experience in working with adult students and to have some basic tutor tutor training before they begin this type of training. Using a process approach to teaching adults requires both field experience and adequate supervisions and management. Tutors must be able to work with a professional staff that assess the students and is available throughout the tutoring experience to answer their questions. Future staff development activities should concentrate on developing the capabilities of the tutor trainers and the host institutions to use a more practical teaching approach.

TEACH THEM TO USE IT SO THEY DON'T LOSE IT

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Ms. Cynthia D. Garrett, Project Coordinator
1991-1992: Trainer's Manual

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119206

INTRODUCTION

As a tutor trainer, you are responsible to train, manage and supervise tutors as they work with adult education students. Your background may vary from being a reading specialist with training in adult education to a former public school teacher to a former volunteer who has worked as a tutor. This manual is designed to provide you with the information you will need to conduct a three hour tutor training workshop on using workplace material. Called functional context methodology this approach makes what happens in adult education (literacy) classes or individual sessions relevant to the life of the student. In this manual you will learn why this is important and how to train volunteers. The workshop is designed to be used as inservice training, training for volunteers who are already working with adult students.

Volunteer training is more similar to training in business and industry than to the education of teachers. Volunteers come from a variety of backgrounds. Some may have previous educational training and experience. Others may not. Volunteers donate time to work with students and will eagerly learn what they need in order to tutor well. However, two kinds of time constraints are always present. Tutors are volunteers and do not have the time to spend in learning how to tutor that a university or college student has to learn how to teach. Theory and generalities rife with educational jargon will make little sense to the average volunteer. Secondly, organizations that use volunteers do not have the resources to assign staff to teach volunteers for more than limited amounts of time, i.e., 12-15 hours.

Adults bring to class a lifetime of knowledge regardless of their social class, educational or literacy levels, occupational status, race, cultural background or language. At a minimum, the volunteer will bring a remembrance of how they were taught when they were children. If they are current or former public school teachers, they will bring their formal educational background and teaching experience.

Adult students bring to their classes the skills and knowledge they have used throughout their lives. They also bring needs that they hope will be satisfied while they are learning. Unlike any other student population, adults in typical adult education programs are not mandated learners nor are they learners who have paid a great deal of money to study. Consequently, students must feel that what they are learning can be applied to their lives. The depth of prior knowledge, real life-practical needs and the lack of legal requirements to "be in class" define how adult learners are unlike child learners. Since child and adult learners differ, instructional programs, methodologies, and resources can't be the same for both populations.

In adult education general skills are taught within the context of student relevant situations. This is unlike traditional school-based education in which both the skills and applications are taught using general contexts. Relevant situations may vary among adults and may include continuing their education, obtaining a GED, getting a driver's license, completing a job application or successfully using workplace materials.

Your role as a tutor trainer is to teach volunteer tutors how to use functional context methodology in their instruction. This approach is a

process to generate materials and situations from the adult students and, using these resources, to teach both general and specific skills. **With volunteer tutors and most adult education teachers, because of time constraints and prior training, general skills are taught through adult education textbooks and the specific student generated materials are used to apply and practice these skills.**

Although student generated material may relate to family literacy, general literacy or literacy needs in the workplace, this manual and the accompanying tutor training handbook concentrate on workplace needs.

In addition to the traditional role of assessment in the evaluation of student skills for comparative or placement reasons, **functional context methodology and workplace needs require assessments to determine what contexts are relevant to individual students; what general and specific skills students possess; and if students can apply these skills to workplace contexts.**

This workshop is designed to assist a tutor to:

1. allow the student to see that what they are learning in textbooks can be applied to the workplace.

or

2. use the textbook lessons and activities as a model to design lessons using the content of the real-to-life material to replace the textbook material.

The trainer manual includes 1) Designing a Training Workshop and a Tutor Handbook with Trainer Notes. Bound separately is a Resource Packet for Trainers which includes a general and material bibliography and sample workplace material from 14 businesses in four occupational areas: Light Industrial, Food Service, Health, Hotel/Hospitality.

DESIGNING A TRAINING WORKSHOP

The workshop can be presented in approximately three hours. It is divided into vocabulary and comprehension sections. A break may be included between the two sections. Each tutor will receive a handbook to use in the workshop and to take home to use as a guide.

The handbook contains an overview of the workshop. The second and third sections are divided into two columns. The left column is empty to allow the tutors to take notes or paraphrase during the workshop. The right column describes the functional context approach as applied to vocabulary and comprehension.

The trainer's manual contains a copy of the second and third sections of the tutor handbook. The right hand column contains the tutor handbook and the left hand column contains notes on the delivery of the workshop. These notes will assist you in preparing and delivering the workshop. You will need the information in both the left and right columns to present the workshop.

Note the term functional context methodology does not appear in the tutor handbook nor do other terms which are educational jargon. The handbook is written in terms the tutor uses everyday. This makes the handbook user friendly making the tutor more comfortable in using the handbook. If you use a similar approach in delivering the workshop, the tutors will use this approach in working with their student.

Following are ideas you should consider before training:

1. Get your tutors involved.

   a. People learn by doing, not just hearing. Be sure tutors have time to practice or apply the ideas presented. Observe their practice to be sure they are performing the tasks correctly. Nothing is gained by doing the wrong thing over and over.

   b. Have tutors paraphrase in their own words concepts you feel may be confusing. Carry on a conversation with the tutors until you are comfortable they understand. This is a quick check to be sure they understand a basic concept before you go on with the workshop. This is a technique they can use with their student to be sure they understand the contents of the material they are working with.

   c. Ask tutors to use their prior knowledge to set up expectations to be met from receiving this training.

      Why are you here? What do you think you will learn today? What problems are you having? What is real-to-life material? Why is it necessary to use it with your student?

2. The tutors must be made to feel their participation in the learning process is necessary.

   a. Positively reinforce tutor participation in the workshop. Question your group often. Don't just give them information, ask them what they know about the material. You may find you have a lot less to explain.

   b. Be quiet and let the tutors practice and talk to each other about what is happening. Listen and observe what is taking place. Work through with the tutors any misconceptions they may have.

c. Do not vary too much from the topic. If tutors have concerns that are not related to the workshop, set up a time for you to meet with them after the workshop.

3. The tutor must feel a sense of completion at the end of the session.

a. At the beginning of the workshop explain what you are going to be doing and express what you feel the tutor should gain by the end of the workshop. Have tutors write down or acknowledge in some way what they wish to learn by attending the workshop.

b. At any break in the workshop, review what you have done. Ask for questions at the end of that session and again at the beginning of the next.

c. At the end of the workshop, recap your initial expectations of what you hoped to accomplish. Did you accomplish them? Ask what the tutors gained and whether that was what they set out to learn.

TRAINING MANUAL

TUTOR HANDBOOK

VOCABULARY

Training the Tutor to apply skills learned in texts to workplace situations.

To develop an excellent rationale for showing your student that the time and effort working in textbooks has prepared them to handle the workforce material look at the material the student has given you. Do you see words that are the same as the new vocabulary they are presently learning or that you have worked on earlier?

Note to trainer: You are adding to your tutor's prior knowledge. The examples included should be about things familiar to your tutor. So you are teaching them new knowledge by building on their prior knowledge.

Note the vocabulary your student already knows. Be sure your student knows the meaning of the word as it is used in the specific material. Often students recognize words in print but they do not know the meaning of the words. If the opposite is true--students will use words in conversation but may not recognize the word in print. A student may also know only one meaning of the word but not the meaning in the specific material he needs or wants to read.

Ask yourself these three questions:

1. **What words does the student know?**
2. **What words does my student know but needs to learn additional workplace specific meanings of?**
3. **What words does my student not know at all?**

Question 1: What words does the student know? This question helps you determine your student's prior knowledge. As a tutor you need to find out what the student already knows. The longer you have worked with your student the more information you will have about what words or types of words cause difficulty for your student.

Determine for your tutor in advance whether the student they are working with is working in texts at a beginning, intermediate or advanced level.

It is difficult when working with adults to compare their abilities to school grade levels because their skills are usually scattered and the range of their abilities is not clear cut to one specific level. We prefer to break them in to 3 groupings: beginning, intermediate, and advanced. To prescribe texts that use school grade levels to describe the activities covered in them and to use tests results, it is necessary to draw some comparison between grade level equivalents and our groupings.

We therefore consider from 0 to the end of the 2nd grade to be beginning, the start of grade 3 to the end of the sixth grade as intermediate, and the advanced group are all those students who are working in texts rated as 7th grade and above.

You may wish to discuss textbooks that a tutor could use to help a student improve their word recognition skills.

Each student should be evaluated before you begin working. It is the responsibility of the organization that you work with to choose the assessment procedure and to do this initial assessment. It should indicate the types of words your student knows.

A beginning or new reader may be able to recognize in print personal words i.e. words they see and use everyday--family members' names, addresses.

Remember, your student may know the meaning of a word but not recognize it in print. The student may use a word conversationally on a regular basis but not be able to relate the letters sounds with the printed symbol. This is a problem with word recognition. Many adult textbooks teach word recognition skills. These skills can be applied to any of the vocabulary used in workplace material. You are interested in finding those words the student knows the meaning of in any context. Learning word meanings in workplace situations is explained later in this manual.

The following list includes samples of types of words taken from beginning reading texts. Included in the list are many one syllable words, singular and plurals, possessives, words using "ing", and number words. Often these words are seen in your everyday life.

wage	has	his
to	have	hers
your	her	woman
date	he	sells
job	address	quarter
of	man	number
time	man's	name
boy	Mr.	put
boys	Mrs.	they
children	Miss	thank
one	leg	you
five	on	the
going	live	telephone
she	him	street

The words circled on the individual employee wage notification form on the next page are all words a beginning reader can learn to recognize and understand the meaning of in any contexts.

INDIVIDUAL EMPLOYEE

WAGE NOTIFICATION FORM

NAME OF EMPLOYEE: _____ START DATE: _____

NAME OF IMMEDIATE SUPERVISOR: _____

JOB TITLE: _____ WAGE BAND: _____

DEPARTMENT: _____

STARTING WAGE: $ _____

YOUR TRAINING ORIENTATION PERIOD EXTENDS UNTIL _____

AT THAT TIME, YOUR WAGE RATE WILL BE INCREASED TO $ _____ IF YOUR PERFORMANCE HAS MET THE STANDARDS ESTABLISHED FOR THE POSITION.

AFTER THAT, WAGE TREATMENT WILL OCCUR ON A REGULAR YEARLY BASIS IN JULY AND WILL BE BASED ON YOUR PERFORMANCE LEVEL.

_____ _____

SUPERVISOR SIGNATURE DATE DELIVERED TO EMPLOYEE

THIS INFORMATION IS PRIVATE AND CONFIDENTIAL!

Nothing in this form shall be deemed to establish the employment of any person on a basis other than terminable at the will of either the Company or the employee himself with or without reason.

You may wish to show tutors textbooks that explain how to use a dictionary.

An intermediate reader will be able to recognize more words. They will be able to recognize, in print, most of the words they use in everyday language and have a basic understanding of the words' meanings in varied context. They also know how to use a dictionary and can seek out words and their meanings more independently than a beginning reader.

The intermediate reader has begun to see value in using word recognition skills and will use these skills to decipher words they may not recognize in print instantly.

A sample list of words taken from texts written at the intermediate level is given below.

accident	conduct	invent
agreement	continue	inspector
America	degree	program
bacteria	culture	information
belief	detail	themselves
billionth	department	headache
brotherhood	disease	employment
channel	escape	Democrat
beautiful	comment	amusement

Note the words have multiple syllables and contain prefixes and suffixes.

The words circled on the uniform assignment sheet are all words an intermediate level student can learn to recognize, understand, and use orally in more than one context. The words may also be used in written expression but spelling may not be accurate.

UNIFORM ASSIGNMENT

Property: _____

I have received _____ sets of uniforms from the _____ and understand that I will be responsible for the care of these uniforms.

Prior to leaving the employment of _____ I will return _____ sets of uniforms before I receive my last paycheck.

I further understand that $_____ per set will be deducted from my last paycheck for any uniforms not returned.

NAME: _____

DATE: _____

DEPT: _____

SIZE: _____

DATE UNIFORMS RETURNED: _____

CHECKED IN BY: _____

SIZE: _____

SIGNATURE: _____

An advanced level student often has a good use of English. They need to expand their vocabulary. Often they will need to improve spelling and work with a thesaurus to make their writing seem as sophisticated as their speech.

They may seem less threatened than intermediate level students by words they don't recognize immediately.

Advanced students generally know what they want to accomplish such as obtaining a GED or seeking a promotion at work. The vocabulary they wish to work with may be extremely specific.

Words taken from adult education texts written for advanced level students may be as follows:

energetic	offensive
moron	demotion
quaint	termination
applause	suspension
considerable	purgatory
disciplinary	

terms as:	"state of mind"
idioms as:	"kick the bucket"
	"hearsay"
	"just kidding"

An advanced level student may have difficulty reading the sexual harassment prevention policy, but only because there may be words that they do not immediately recognize. The length of time they use to decode the words may delay their ability to comprehend what is written making them read at a slower rate. Sometimes they will guess to save time, misconstruing the meaning of the passage.

The advanced level student will want to work on completing forms like the applause statement but the level of vocabulary they choose to use when writing may not be as high as the vocabulary level of the words used in the material they read.

Question 2: What words does my student know but needs to learn additional workplace specific meanings of?

Words that need to be reviewed are words you and your student have worked with already or words they seem to use competently after hearing the word once or twice.

This question will help you when a student doesn't understand written material because they know only one meaning of a word and this meaning is different than the meaning they need to know to understand the material. An example is "The man was gay." If the student only knew "gay" to be happy and the article using this sentence was about homosexuality, the student may not understand the passage.

Seeing the word in the context, the real-to-life material, may be enough to make this word part of their vocabulary. If it is not, continue with the manual which will include ideas on how to teach vocabulary.

Remind your tutor that the student in the example does have prior knowledge of the meaning of the word "gay". Point out that to prevent prior knowledge from interfering with the meaning of the text use it as a teaching aid. "Another use of the word 'gay' is ..... Why do you think this word took on this new meaning?" The second statement allows the student to apply the word in context making it more their own.

SEXUAL HARASSMENT PREVENTION POLICY

The subject of sexual harassment in employment has received considerable attention recently from the media, from human rights organizations, and from the Equal Employment Opportunity Commission. It is timely to state clearly the [illegible] on this subject.

Sexual harassment is a form of employee misconduct which undermines the integrity of the employment relationship. All employees must be allowed to work in an environment free from unsolicited and unwelcome sexual overtures. Sexual harassment does not refer to occasional compliments. It refers to behavior which is not welcome, which is perceived as offensive, which debilitates morale, and which, therefore, interferes with the work effectiveness of an employee and his/her co-workers. Sexual harassment may include such actions as:

- Sex-oriented verbal "kidding", abuse, or unwelcome jokes;
- Subtle pressure for sexual activity;
- Inappropriate physical contact in the work place such as patting, pinching, or constant brushing against another's body;
- Demands for sexual favors, accompanied by implied or overt promises of preferential treatment or threats concerning an individual's employment status;
- Implied or overt promises of either preferential treatment or threats concerning an individual's employment status based on the individual's sex or perceived characteristics of that sex;
- Refusing to cooperate in work duties because of the sex of a supervisor, manager, or co-worker.

Sexual harassment is a prohibited personnel practice because it can result in discrimination for or against an employee on the basis of conduct not related to work performance.

Within our company, a supervisor or a manager who uses implicit or explicit sexual behavior to control, influence, or affect the career, salary, or job duties of an employee is engaging in sexual harassment. Similarly, an employee of our company who behaves in this manner while conducting business is engaging in sexual harassment.

It is possible for sexual harassment to occur at two levels: 1) among peers or 2) between supervisors and subordinates. Individuals who experience sexual harassment from co-workers must make it clear that such behavior is offensive to them and bring the matter to the appropriate supervisor's attention. In fulfilling their obligations to maintain a positive and productive work environment, supervisors and managers are expected to stop any harassment of which they become aware by calling attention to our Company's policy or by more direct disciplinary action, if necessary.

A form of sexual harassment which may be more difficult for employees to cope with occurs when a supervisor or manager threatens to use (or uses) the power of the position to affect the career, salary, or job of another employee in exchange for sexual favors. Individuals who instigate this type of harassment are also subject to disciplinary action, which may include suspension, demotion or termination.

Employee Name:_____ Date:_____

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Dept:_____ APPLAUSE STATEMENT

Purpose: To give you formal recognition for what you did that helped us be more effective here at

1) Summary of your actions or words from my perspective: (who'what'when'where)

2) The positive results and impact on our department or on the company of what you did:

_____ _____ _____

Supervisor Signature Date Employee Signature

Employee Comments: (please feel free to continue on the back, if needed).

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Question 3: What words does the student not know at all?

How do I teach vocabulary my student does not know and needs to learn?

The tutor needs to be made aware of what they will be able to do upon the completion of this section of the workshop.

1. Be careful. Your student may be able to properly pronounce written words but will not know the meaning of the words (word calling). If a student is able to use the words appropriately in sentences, then the student knows the meaning of the word.

2. Work with student's prior knowledge. Use what they already know as a foundation on which to build new vocabulary .

Note the example is working with tutor's prior knowledge. "How often have you" is an excellent remark to get tutors to see that you are showing them how to apply what they already know, their prior knowledge, to a new context. A technique they can use with their students. It is common for tutors to believe their students do not have prior knowledge. The tutor cannot continue with this belief. As adults, we have lived years experiencing our environment. The life experiences an adult comes to class with are a foundation to be used, to build on, to learn and must be used.

Often in describing the contexts, the student may be giving you definitions of terms without knowing the term itself. How often have you forgotten a name and given a definition which will help someone else to guess the name. "It's a tree that looses its leaves in winter and has acorns." The person your speaking to says, "Oak Street."

Discuss the topics presented in the workplace material with your student. As adults, we have built up a huge library of prior experience. Sometimes our prior experience can interfere with learning.

Listen for misinterpretations in the meaning of words that may interfere with the student's ability to comprehend the material. In most cases the content of the material you are working with will prove to the student that the meaning they are giving the specific word or phrase is incorrect. This is especially true after you have them try to apply the incorrect meaning.

The student needs to see this discussion of what they already know about the topic as a very important step in the process to learning new vocabulary. Explain to your student that you don't want to waste time teaching what they already know and also you want to use what they know as a basis to build new vocabulary on.

Prior knowledge that interferes with learning needs to be replaced with new more applicable knowledge. This cannot be done unless the student is aware their prior experience is giving them the wrong idea in how to handle this experience. Like the tutor believing the student does not have prior knowledge.

Note for the tutor why this would happen in your program and if you have a staff member who can assist them.

After you have learned what your student can tell you about the vocabulary in the workplace, make a list with your student of the words the student needs to learn.

Warning: Are these words far above your student's ability to recognize and use words? **(See Vocabulary Section One, question 1.)** Does your student need to recognize the word "dislocate" when he or she is just learning the word "it." Stop, if there are too many words to learn at a level that is too difficult for your student. Seek help from the program you are working with. It may not be an impossible task, it may be one where words need to be introduced at a much slower pace. Be sure to consider the student's time table. They may need to comprehend the material immediately.

Assuming the warning just mentioned is not one you need to heed, let's continue.

3. Use the vocabulary exercises in the textbook as a model to make up vocabulary exercises from workplace material.

Look at vocabulary lists in the text. Are there words in the text that are also used in the workplace material? How does the textbook teach this vocabulary? What exercises do they use? Can you replace the vocabulary from the exercises in the textbook with the vocabulary your student needs to learn from the workplace material? If your student is used to the text, they should be familiar with the design used in the exercises and the directions on how to complete the exercises. This is a time saving step for both you and the student because their familiarity with the exercises will eliminate the need to teach them how to do it. Sometimes the directions are more difficult than the tasks.

Remember, before doing any type of activity or asking your student to work independently on an exercise, they must understand how completing the work will assist them to reaching their goal or assist them in interpreting the workplace material.

These lessons should be student centered and what the student needs to know. Often groups of students may have the same needs. See the list of vocabulary words common to 5 occupational areas in Resource Packet. The vocabulary work can be done on an individual basis or in a group as long as the group agrees that they all need the same thing.

Matching and filling in the blanks are common techniques texts use to practice vocabulary used in the lesson.

Beginning Level:

Matching: Match pictures with words. See page number _____. Another example is matching letters with words beginning with that letter.

As a student moves closer to an intermediate level, words can be matched with their meanings. Also, the beginning student may need you to work through each activity with them, reading words that are difficult for them to recognize in print. The intermediate level student will be able to do the tasks more independently.

Fill in: Fill in the blank choosing from two choices.

Fill in the blank choosing a letter from two letter choices.

Liz is _ewing (s, t) the garment.

Tom needed three time _____ (card, cards).

A variation could include a list of words to the right of the statement you are working with

Liz is _ewing (s, t) — sewing, washing

Liz is _ashing (p, w)

Warning: A student must understand the meaning of the sentence to make the correct choice. The sentence can be read to the student, they do not need to be able to recognize all of the words in print to hear and understand what is meant.

Intermediate to Advanced Level:

As the student moves closer to an advanced level, it may be possible to expand the fill-in the blank sentence to a full paragraph with blanks to be filled in.

Categorizing: Which word does not fit: Write it on the line at the right.

high school	association
elementary	
junior high	
association	
name	_____
age	
address	
tip	

With exercises like this, it may be helpful to ask your student why they eliminated one word and what the other words have in common. This may be interesting to do before your student begins the lesson. Discuss words as part of a group or category. Does your student know why a word fits in certain categories or not? After you feel your student has added the new word to their vocabulary, it can become a word to use in this type of exercise for future learning.

Warning: Always work through examples with your student first. Be sure they understand how to do the exercise independently. Ask your student how he or she will do the exercise. Explain how you would do the exercise. It is important to talk about the thought process.

Defining the Word, Choosing the Right Word

Choose the word in the line that describes, is an example of, or means the same thing as the first word and write it on the line to the right.

invention: sunburn, sundown, sunrise, sunglasses _____
schematic: map, apple, mate, cloudburst _____

The student's texts define words in the following ways; give an example of the word, adding "not" to the words opposite, describing the word or its dictionary definition, or using a word that means the same as the word.

Matching

Match the word to its meaning.

Warning: The list of words to be matched should be short. Present new words in small amounts, no more than five new words at a time.

Warning: Matching can be done by a process of elimination. Your student, at the beginning of intermediate level, may not recognize this thinking process as it applies to the printed word. Talk them through it. Use examples where they can apply the thinking process used in elimination as choosing from a group of foods what they want to eat for lunch. Remember to be able to eliminate items you must be familiar with them. Matching makes a better review exercise than a teaching experience.

Samples of the activities that were just described are applied to workforce material as follows: Level and source of the material are:

Example

a. Cover of an employee handbook, Matching, beginning level
b. Perishable food poster, Fill in the Blank, beginning to intermediate level
c. Refrigerated storage poster, Defining a Word, beginning to intermediate level
d. Do not use this food poster, Matching and Categorizing, intermediate level.

It is time for your tutor to apply what they have learned. Give them samples of real-life material and textbooks. Guide them through making some practice activities by using the textbook activities as a model and substituting the vocabulary words taken from the real-to-life material.

a.

Matching
Beginning level

Cover of an employee manual

1 food

2 employees

3 cleaning

b.

1. The food is _____ so it has to be put in the refrigerator.
   (perishable, loud)

2. The food is perishable so it has to be put in the _____.
   (refrigerator, car)

3. The food is perishable so it has to be _____ in the refrigerator.
   (broken, stored)

4. Food must be covered, identified and _____.
   (dated, eaten)

5. Perishable food needs to be stored in a _____ dish.
   (pink, covered)

b.

ATTENTION ALL EMPLOYEES

PERISHABLE FOODS STORED IN THE REFRIGERATOR MUST BE COVERED, IDENTIFIED, AND DATED.

BEST COPY AVAILABLE

c. Circle the word in the group of words on the right that means the opposite of the word printed on the left.

cooked	fish, top, raw
top	raw, bottom, food
high	low, right, label
right	raw, wrong, top

Note: Always remember to talk with the program you are working with if you additional information or help in working with your student.

REFRIGERATED STORAGE:

Do It Right

COLD FOOD – 40°

LABEL IT. **DATE IT.**

STORE COOKED FOOD HIGH

Possible differential of
5° - 10°
between top and bottom shelves.

STORE RAW FOOD LOW

Remember: Raw Food needs low temperature

Low Shelf = Low Temperature

d. Match the word with its meaning.

distressed	supplier
vendor	money returned
discard	dented
credit	invaded by bugs
infestation	throw away

Circle the word that does not belong.

bulged	immediately
damaged	soon as possible
distressed	now
item	away
merchandise	bulged
supplies	damaged
product	poor quality
contaminated	good products

Why does that word not belong?

109214

DO NOT USE THIS FOOD

Distressed merchandise stored in this area is awaiting return to Vendor. Includes bulged or damaged cans, contaminated or poor quality food.

Return to Vendor as soon as possible, or show to salesman, get credit, and discard these items. Do not keep these items longer than is needed to receive credit. If product is contaminated with pests, get rid of it immediately after calling Vendor. Do not allow contaminated products to promote infestation of good products. Keep distressed merchandise on a bottom shelf away from other foods or supplies.

Hang this sign on front of shelf above, so that product is stored behind the sign and so sign is not obscured.

Comprehension

Tutors may question the word comprehension. You may wish to elaborate more by giving them definitions or explanations found in the textbooks your program uses.

Revert questions back to your audience. What does it mean if I should ask you "Did you comprehend that?" "What are ways they comprehend information?"

In our tutor training workshops, we work extensively with our tutors so they understand our program equates reading with meaning and obtaining ideas from print not just the ability to recognize the word in print.

Reading is understanding and continually applying what has been read to varied situations. Comprehension, like vocabulary, deals with meaning. Vocabulary is isolated to the meaning of a word, comprehension (understanding) deals with the broader meaning of an idea or concept. For the purposes of this manual, comprehension deals with the concepts or ideas printed on the page dealing with workforce material, specifically workforce related material.

We test whether someone has understood material they have read or listened to by whether they can apply the concepts or ideas they have just read or heard. (The ultimate goal is to have the student read material independently, but if that is not possible, the material should be read to them--the key here is to understand the ideas or concepts that are written.)

Adult reading textbooks often determine whether a student has comprehended material by asking him/her questions about the material. To answer the questions correctly, the student will need to apply the information he/she just read in the passage. The student is not usually asked to apply the information taken from the text to any other situation.

Workplace material often is written to be applied not on paper but to some physical or mental act, and it is to be applied immediately as well as stored for future use.

In the vocabulary section of this manual, many of the activities could be lifted directly from your text and the words replaced with words from the workplace material. Because of the immediate application to a physical act of workplace material, the comprehension activities in the text may need to be expanded.

First, there are some questions to be answered before you begin designing comprehension activities to assist your student.

Ask yourself these four questions.

1. **What does my student already know about the material?**

Explain the meaning of "literal."

2. **Can my student answer literal questions that are answered directly in the printed material?**

3. **Can my student restate the material in their own words?**

4. **Can my student combine what he/she already knows with new information he/she gained from the reading and apply it to a workplace situation?**

Question 1: What does my student already know about the material? This question deals with the student's prior knowledge about the content as well as his or her ability to read and understand the printed material. The longer you have worked with your student the more information you will have on what material that student can understand successfully (either printed or oral) and what material causes the student difficulty.

a. Look at the material. Does it contain vocabulary that you and your student have worked on or you know your student knows? Does the workplace material resemble printed material you have worked on with your student? Are the paragraphs the same length as some of the material you have been working on? Do they contain 3 sentences or 10? How many ideas are given in the passage, 1 per passage, 1 per paragraph? Is the material confusing for you to read (possibly the material is not written well at all). Did you have to reread the material to understand it? Are items sequenced in order? Does it contain maps, charts, or graphs? Have you worked on charts, maps or graphs before?

Trainer

For demonstration you may wish to pass out a few passages copied from the textbooks your program uses and have tutors bring in some real-to-life material and ask them to compare the two using these questions.

b. Again, please note that the agency or organization you are working for needs to assess all new students to determine the level of the material they can read independently. It is up to the program to determine the type of assessment tool used.

For your information:

Beginning level students usually work with passages made up of 2-3 short paragraphs containing no more than 3 to 5 sentences. The sentences are short

(3-7 words) and each passage contains only one thought or idea. Often the text will include one sentence repeated over and over again with just one word or a name changed. The words are often one syllable. The beginning level students can often orally comprehend material at a much higher level than they can read. They display little problem in comprehending basic conversation with their tutor. Most beginning level students respond to questions to determine if they understood what they read or what was read to them orally.

A sample passage from a beginning level text may resemble this.

An adaptation produced after reviewing several beginning level texts.

I am Dick.
This is Aunt Mary.
This is Oak Street.

You may wish to use examples from your actual textbooks.

Aunt Mary lives on Oak Street.
Aunt Mary has a shop on Oak Street.
I am going to see Aunt Mary at her shop on Oak Street.

It is difficult to find workplace material written exactly in this fashion. Most beginning readers would have someone read material to them. If the student understood the vocabulary or the format used to announce meetings, the pyramid management poster may be successfully used as material on a beginning level. What would you look for in the poster to apply to your work?

day/date: _____
time: _____
place: _____

PYRAMID MANAGEMENT MEETING

FAIR

CONSISTENT

THE NEXT SUPERVISORS MEETING WILL BE HELD

day/date: _____

time: _____

place: _____

PREDICTABLE

The intermediate level student works with passages made up of any number of paragraphs. Each paragraph usually contains a stated main idea supported by details. Several ideas may be presented in one passage. The students still will understand at a higher level than they can read. This may be because a limited vocabulary is usually one of their problems.

As texts become more difficult the student will be asked to work with ideas that are not stated literally in the material and to draw conclusions from what they have read.

An intermediate level text may contain a passage as follows:

An adaptation from several texts our program views as an intermediate level.

Who needs a job? Do I? What do I do to find one? Who can help me find out what I am qualified to do?

The answers are not the same for each person. Seeking a job is an individual task but there are things all job seekers have in common.

The passage would continue to answer each of the questions mentioned in the first paragraph.

The passage may continue with a sample job application and as questions about it as:

What is your sex?
Put an X in one box. ____ M ____ F
What is the year of your birth?

An intermediate level student may be successful with filling out a job application with a tutor's assistance.

APPLICATION FOR EMPLOYMENT

TO APPLICANT: We appreciate your interest in our organization and assure you that we are sincerely interested in your qualifications. A clear understanding of your background and work history will aid us in placing you in the position that best meets your qualifications and may assist us in possible future upgrading.

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YOUR AUTHORIZATION: The Company is hereby authorized to make an investigation of my personal history and educational background. This inquiry includes information as to my character, general reputation and personal characteristics. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal.

By signing this application I acknowledge that my employment may be terminated by me or by The Company at any time and for any reason and that nothing in this application or the interview process or the course of my employment with The Company, if I am hired, will constitute a contract of employment except an express written and signed employment contract. I further acknowledge that if hired I have a continuing obligation to inform The Company about any condition in my physical or mental health which could affect my employment, my fellow employees or the relationship of The Company to its customers.

The is AN EQUAL OPPORTUNITY EMPLOYER

_____
Signature of Applicant

(Please Print Clearly)

Date: _____

Name: _____ Social Security Number _____
Last First Middle

Present Address _____
No. Street

_____ Telephone No. _____
City State Zip

1. Are you over the age of eighteen?_____ If no, hire is subject to verification that you are of minimum legal age.
2. Have you been convicted of a crime in the past ten years, excluding misdemeanors and summary of offenses?_____. If yes, describe in full _____

_____

3. Any health problems or physical disabilities which could affect your employment? ☐ Yes ☐ No Do you now have or have your had, within the last six months, any contagious or communicable diseases, or gastro-intestinal infections, or have you ever had hepatitis or salmonella? ☐ Yes ☐ No

Explain any yes answers in detail:_____

_____

5. Position(s) applied for _____

Rate of pay expected $_____/week

6. Would you work Full-Time_____ Part-Time_____

Specify days and hours if part-time _____

7. Were you previously employed by us?_____ If yes, when? _____
8. List any friends or relatives working for us _____

_____
Name(s)

_____

9. If your application is considered favorably, on what date will you be available for work? _____19___
10. Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with the Company? _____

_____

_____

11. Did you graduate from high school?_____ If yes, give month and year your graduated _____

Name of High School _____

12. Have you attended any school after high school? _____

Name and address of school _____

_____

_____

_____

Did you graduate?

_____ Yes—Date _____
Month/Year

_____No—Number of Years Attended _____

Month & Year Last Attended _____

_____
Course of Study Diploma or Degree

(See Questions on Reverse Side)

Explain drawing inferences and conclusions, if needed.

Advanced level students can read almost any type of material independently. Their difficulty will be in one or more of the following: understanding vocabulary, responding to the information in writing, drawing inferences and conclusions, or applying what is read to situation other than the context they read it in originally.

An advanced level student should successfully be able to fill out the preceding job application and interpreting materials written subjectively as the 60 DAY "ONE-ON-ONE" FORM that follows.

60 DAY "ONE-ON-ONE" FORM

Employee Name:_____ Job Title:_____

Supervisor Name:_____ Discussion Date:_____

Outline for Discussion:

1. What improvements has the employee shown in the past month?
2. What should the employee focus on to keep doing a good job?
3. What areas, if any, need to be improved in this employee's work performance?

+ = standards are being met

-- = improvement is needed

___ Safety
___ Attendance
___ Techniques/methods
___ Energy
___ Use of equipment
___ Work quality
___ Work volume
___ Teamwork
___ Accepting responsibility
___ Work pace
___ Asking questions

Supervisor Comments:

Employee Comments:

_____

Employee Signature

Remind the tutors that reading is understanding and continually applying what has been read.

c. Can my student apply what has been read to a new situation? The material may be written as a consumer guide to help decide what type of car to buy, by the negative and positive characteristics of comparing cars. Can your student compare and contrast two items to make a decision? Most students can make the following comparison: which one is best a peanut butter and jelly sandwich versus a roast beef sandwich for lunch? A student may not be able to read written instructions and follow them, but if told how to do the task, the student could do it without difficulty. The use of the student's prior knowledge of how to do a task physically can be applied to written material. There are certain thinking patterns we use to analyze our world. These same patterns apply to interpreting and remembering the printed word.

Ideas and objects are compared and contrasted continuously whether it is choosing a sandwich for lunch or buying a new car. Directions and acts are sequenced from putting on one's clothing to writing a handbook for tutors. All causes have an effect from not turning on the light and stubbing your toe to reading about the Aids epidemic.

We require most ideas be explained in detail or acts be given a rationale. Why didn't you stop for that STOP sign? The newspaper listed the details on what each candidate planned to do about global warming.

Warning

Assessing your students before placement with an oral interview as the one given in the resource packet may alert you to this problem before placement with a tutor.

If your student has difficulty sequencing events, comparing and contrasting ideas, or listing details in conversation with you or in talking about their personal life, you should contact the program you are working with immediately. If the student does not have difficulty, then use these skills to interpret written material.

Remind the tutors of the definition of "literal" if needed.

Question 2: Can my student answer literal questions that are contained directly in the passage?

Most text material is written to do this. Some activities from texts that can be used as a model to design your own activities are as follows:

Beginning level texts will have the student respond orally, choose one of two answers, or fill in one word answers to questions from a multiple choice question that are almost restatements of the text.

The questions are usually written to help the student locate the main ideas of the passage.

Using the pyramid management meeting poster on the next page, the student could answer orally the day, the date, the time, and the place or respond to both yes/no, or multiple choice answers to written questions.

Circle the correct answer.

What day is the meeting going to be held?

a. Tuesday b. Thursday

Was the meeting Thursday?

(yes, no)

Ask tutors what it is they must know to be able to interpret the pyramid management poster. You may use other examples taken from the tutors' own background.

Note: This applies student's prior learning; to read calendars, spell and write the days of the week, months of the year, time, AM, PM and different locations.

Also, note to see if the student applies the directions to complete the activity. (Directions may be given orally.)

Realize your student may also be able to answer the same type of questions about material written at a higher reading level. You may read them the material and ask the same type of comprehension questions.

The intermediate level texts may ask the student to go back to the text and copy the sentence that contains the answer to the question.

After reading the first page of the welcome book (following), questions could be asked that review the main points.

Write the sentence from the passage where the answer to the question can be found.

When should you return this book? What does this book contain? Is your employment terminable at the will of the Company or yourself? (Terminable may be a vocabulary word to review. See Vocabulary Section of this manual.)

WELCOME BOOK

ACKNOWLEDGEMENT AND ACCEPTANCE FORM

I have, today, received a . WELCOME BOOK which contains the policies and procedures by which the Company conducts its business.

I understand that I must return this book if I should separate from the Company for any reason.

I further understand that my receipt of the WELCOME BOOK in no way establishes my employment on any basis other than terminable at the will of the Company or me, with or without reason.

_____

Employee Name

_____

Date of Receipt of Book

By writing the exact statement from the printed material or restating the question in the answer, the students not only apply their literal understanding of the passage but also begin providing answers in written form using complete sentences.

An example of restating the question in the answer is:

When would you return the Welcome Book?

I would return the Welcome Book when _____.

The Welcome Book should be returned when _____.

Intermediate to advanced text may ask students to eliminate details that do not apply to the main idea of the passage or each paragraph of a passage or they may ask the students to list important details. They may ask the student to eliminate details that are inaccurate or do not apply from a list of details taken from the text. From the employment eligibility verification form (next page), these questions could be asked.

If you have shown your employer a certificate of United States Citizenship, do you need to show them a U.S. Military Card?

List the items that you can use to verify employment eligibility that fit the category titled identity and employment eligibility.

Cross out the item that is not an acceptable example of identity and employment eligibility.

U.S. Passport
Certificate of Naturalization
U.S. Military Card
A birth certificate.

EMPLOYMENT ELIGIBILITY VERIFICATION

1 **EMPLOYEE INFORMATION AND VERIFICATION:** (To be completed and signed by employee.)

Name: (Print or Type) Last	First	Middle	Maiden
Address: Street Name and Number	City	State	ZIP Code
Date of Birth (Month/ Day/ Year)		Social Security Number	

I attest, under penalty of perjury, that I am (check a box):

- ☐ A citizen or national of the United States.
- ☐ An alien lawfully admitted for permanent residence. (Alien Number A _____).
- ☐ An alien authorized by the Immigration and Naturalization Service to work in the United States. (Alien Number A _____). or Admission Number _____ expiration of employment authorization, if any _____)

I attest, under penalty of perjury, the documents that I have presented as evidence of identity and employment eligibility are genuine and relate to me. I am aware that federal law provides for imprisonment and/or fine for any false statements or use of false documents in connection with this certificate.

Signature	Date (Month/ Day/ Year)

PREPARER/TRANSLATOR CERTIFICATION (If prepared by other than the individual). I attest, under penalty of perjury, that the above was prepared by me at the request of the named individual and is based on all information of which I have any knowledge.

Signature	Name (Print or Type)		
Address (Street Name and Number)	City	State	Zip Code

2 **EMPLOYER REVIEW AND VERIFICATION:** (To be completed and signed by employer.)

Examine one document from those in List A and check the correct box, *or* examine one document from List B *and* one from List C and check the correct boxes. Provide the *Document Identification Number* and *Expiration Date*, for the document checked in that column.

List A Identity and Employment Eligibility		List B Identity	and	List C Employment Eligibility
☐ United States Passport		☐ A State issued driver's license or I.D. card with a photograph, or information, including name, sex, date of birth, height, weight, and color of eyes. (Specify State)_____)		☐ Original Social Security Number Card (other than a card stating it is not valid for employment)
☐ Certificate of United States Citizenship		☐ U.S. Military Card		☐ A birth certificate issued by State, county, or municipal authority bearing a seal or other certification
☐ Certificate of Naturalization		☐ Other (Specify document and issuing authority)		☐ Unexpired INS Employment Authorization Specify form # _____
☐ Unexpired foreign passport with attached Employment Authorization				
☐ Alien Registration Card with photograph				
Document Identification # _____		*Document Identification* # _____		*Document Identification* # _____
Expiration Date (if any) _____		*Expiration Date (if any)* _____		*Expiration Date (if any)* _____

CERTIFICATION: I attest, under penalty of perjury, that I have examined the documents presented by the above individual, that they appear to be genuine, relate to the individual named, and that the individual, to the best of my knowledge, is authorized to work in the United States.

Signature	Name (Print or Type)	Title
Employer Name	Address	Date

Form I-9 (03/06/87)
OMB No. 1115-0000

U.S. Department of Justice
Immigration and Naturalization Service

Question 3: Can my student restate the printed material in their own words?

Often we can repeat what we have heard or restate facts immediately without fully understanding what we read or heard. Until we can accurately retell what we've read in our own words we have not made it our own and often have not stored the information for later use.

When working with workplace material the contents often needs to be stored to be recalled at a future date and time.

Paraphrasing what the students read or you read to them is a convenient way for your student to see if they have placed in the information in their memory.

Students are unable to remember or recall important printed material because they cannot identify and apply the thinking patterns they use daily and apply these patterns to interpret printed material. (See Question 1, Section c.) The textbooks you are using can assist the student in using these thinking patterns with printed material. This will be explored in Question 4.

Question 4: Can my students combine what they already know with new information they gained from the reading and apply it to a workplace situation?

Before reading any material, decide with your student what it is they need to be able to do upon completing the reading. Ask "Why are you reading this?"

Developing a purpose for reading assists the student in remembering the important content of the reading material. The information must be stored in memory to recall later to apply it to a specific situation.

Use pictures, charts, bold face print to stimulate questions to find answers in the reading. The purpose for reading could be as simple as answering the questions you just created.

Note the HMOPA and Keystone comparison on the Health Maintenance Programs sheet on the next page. Place who, what, when, where, why or how before a title such as this. How do HMOPA and Keystone compare? Keystone's list is longer so the question could be asked. What does Keystone offer that HMOPA does not?

The material may not fully answer questions you and your student have, that's okay. If the student needs the answers for his/her own use, look for more material that will answer the questions asked.

Ask your student, did you find the answers to your questions in this material? Do you need to look at other types of material?

The textbooks you are using with your students have many activities which are made to help your students use the thinking patterns they use in their life to apply them to printed material.

In the beginning level texts, the student is usually asked orally to tell what each paragraph of a passage is about.

The main idea or what the paragraph is about often is made up of details that answer any or all of these questions.

Who?
What?
When?
Where?
How?
Why?

With the selection of either HMOPA or Keystone Health Plans, costs are minimized including both doctor visits and referrals. Employees are eligible to enroll in either of these plans after 6 months of employment.

HMOPA AND KEYSTONE COMPARISON

HMOPA

- Use of Primary Care Physician.
- $2.00 charge for each office visit.
- No deductibles.
- No Claim Forms.
- Provide 100% coverage for illness and injury.
- Provide 100% preventative coverage.
  All doctors must be HMOPA participating.
- Referrals to HMO Specialists only.
- Unlimited number of Primary Care Physicians per family.
- Must choose one participating pharmacy.
- $2.50 co-pay for prescriptions.
- Eye exams covered if referred by Primary Care Physician.
- $35.00 toward eye glasses every 2 years.
- Can select personal Gynecologist along with Primary Care Physician.
- Routine Newborn Care.
- Mental Health Care - Outpatient:
  1-2 visits - 100%
  3-10 visits - $10.00 co-pay
  11-20 visits - $25.00 co-pay
  or 50% of fee - whichever is less.
- Stop Smoking Programs.
- Health Club Membership discounts.
- Membership Newsletter/Magazines.
- Cancer Screening.

KEYSTONE

- Use of Primary Care Physician.
- Free office visits.
- No Deductibles.
- No Claim Forms.
- Provide 100% coverage for illness and injury.
- Provide 100% preventative coverage.
- Doctors are affiliated with Blue Cross/ Blue Shield.
- Referrals to any Blue Cross/Blue Shield participating specialists.
- Limited to 2 Primary Care Physicians per family.
- Can go to any participating Pharmacy.
- $5.00 co-pay for prescriptions or $3.00 for generic drugs.
- Vision Screening provided by Primary Care Physicians.
- No provision for eye glasses.
- Must use Primary Care Physician for routine Gynecological visits.
- Routine Newborn Care.
- Mental Health Care - Outpatient:
  $25.00 co-pay for 20 visits in a 12 month period.
- Stop Smoking Programs.
- Health Club Membership discounts.
- Membership Newsletter/ Magazines.

Note the example on holidays. The vocabulary may be too difficult for the beginning level student to recognize in print but the main idea is understood by most employees, "The days we get off with pay." The details answer the question, "What day?" New Year's Day, Good Friday, etc.

HOLIDAYS

The Companies offers eleven paid holidays per year. The following days are holidays:

New Year's Day
Martin Luther King's Birthday
Good Friday
Monday after Easter
Memorial Day
Independence Day
Friday before Labor Day
Labor Day
Thanksgiving Day
Friday after Thanksgiving
Christmas Day

CREDIT UNION

Employees may join the Credit Union at any time after they start working at Benefits of belonging to the Credit Union include: direct deposit into either checking or savings account, paycheck cashing, and loans. For more information, visit the Credit Union office.

The intermediate and advanced students' text will have the student comparing and contrasting, listing cause and effects, sequencing and finding main idea and supporting details.

If the material is too difficult for the students to read but they must understand the information in the material, read the material to them. For beginning level students you may wish to stop reading after each paragraph or even paraphrase more difficult vocabulary or concepts.

As mentioned in Part c of Question 1, when discussing prior knowledge the manual talks about thinking patterns in which information is stored and used in the student's life. One of the examples used was comparing and contrasting a good tasting sandwich to one which may be less appealing.

The thinking patterns discussed were:

cause and effect
comparing and contrasting
main ideas and supporting details
sequencing

The text will ask the student to take the details from the reading combined with the student's prior knowledge and experience and form opinions, draw conclusions or inferences, and predict outcomes.

Examples taken from textbooks with questions.

An article is written about a student finishing high school. It included a description of times a student may have quit school and reasons why a student would stay. It also describes the school location, types of students, curriculum, and teachers. Direct reading questions are asked.

What caused the student to want to quit school?

Why did the student stay?

What was the school like?

After having the student list the facts from the article, questions are asked to help the student apply the information?

Is the school like a school you attended? If it is different, how is it different?

When you were in school, did you have problems similar to the student in the story?

Do you believe this story is true?

How do you feel about high school now?

If you could go back to school like the one the student attended, would you finish?

Do you have a high school diploma? If you don't, what would you do if you had a high school diploma?

Does this sound like a conversation you may have with a student? What has taken place. First the details are taken directly from the story. The student's prior knowledge is used to verify if the information seems true. Then they are asked to predict outcomes and draw conclusions about their own life.

Other examples from text include ways of finding and listing details.

a. cause and effect

Choose the effect that best matches with each cause.

Effects: It passes into the large intestine.
The body can become diseased.

Cause: Poisons build up in the large intestine.

These causes and effects are stated in the passage.

b. sequence

Put these parts of the body in order in which they help digest food.

large intestine, small intestine, stomach, teeth

This order is stated in the article.

c. Following and giving directions both orally and written is also an example of sequencing details.

d. finding details to support main points

Choose the correct answer to fill in the blank.

A normal adult stomach can hold 3-1/2 _____ of food.

a. gallons
b. ounces
c. pints
d. quarts

e. comparing and contrasting

Place the words or phrases under the title they belong.

Nutritious Food Junk Food

carrots
apples
bubble gum
candy bar

or

Choose the best description of the main character of the story.

or

Place (N) after all the items that are nutritious food; place a (J) after all those considered junk food; and a (b) after all those considered both types of food.

Students apply their prior knowledge and the content of reading material to their personal life by answering questions as:

a. What do you think?

Students are asked to write their opinion on ideas given in the reading passage.

b. Students may be asked to give their opinion by answering true or false questions

Questions can be either answered directly from the passage or taken from the students' feelings or opinions after reading the passage.

To give tutors more practice, you may wish to take textbooks you are presently using and have them try to use activities included with workplace material.

Many activities used in text can be applied to the workplace material. Check to see if the content from the workplace material can be substituted for content used in the textbook material. See if you can apply the same types of questions. Note for your student how the same skills that are used to gain information from the textbook can be applied to the workplace material.

The following are applications of some of the textbook exercises mentioned.

The Health Maintenance Form (Preventative Maintenance)

Finding details

Para. 1 When are employees eligible to enroll in either health plan? Restate the answer in your own words.

Choose the correct answer

a) 1 month b) 6 months c) one year

With the selection of either HMOPA or Keystone Health Plans, costs are minimized including both doctor visits and referrals. Employees are eligible to enroll in either of these plans after 6 months of employment.

HMOPA AND KEYSTONE COMPARISON

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- Must choose one participating pharmacy.
- $2.50 co-pay for prescriptions.
- Eye exams covered if referred by Primary Care Physician.
- $35.00 toward eye glasses every 2 years.
- Can select personal Gynecologist along with Primary Care Physician.
- Routine Newborn Care.
- Mental Health Care - Outpatient:
  1-2 visits - 100%
  3-10 visits - $10.00 co-pay
  11-20 visits - $25.00 co-pay
  or 50% of fee - whichever is less.
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- Referrals to any Blue Cross/Blue Shield participating specialists.
- Limited to 2 Primary Care Physicians per family.
- Can go to any participating Pharmacy.
- $5.00 co-pay for prescriptions or $3.00 for generic drugs.
- Vision Screening provided by Primary Care Physicians.
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- Must use Primary Care Physician for routine Gynecological visits.
- Routine Newborn Care.
- Mental Health Care - Outpatient:
  $25.00 co-pay for 20 visits in a 12 month period.
- Stop Smoking Programs.
- Health Club Membership discounts.
- Membership Newsletter/ Magazines.

Fill in the blank from the passage.

Employees are eligible to enroll in either of these plans after _____ months of employment.

Para. 1 Applying information to the student.

Predicting outcomes

You are not covered by either health plan for the first six months. What happens if you get sick and need to go to the doctor one month after you are employed?

Forming Opinions

Will you have to go six months without coverage?

Is this a good situation for you?

Para. 2 (2 lists) Comparing and contrasting

Place H after those benefits just offered by HMOPA; K for those offered by Keystone; and b for those offered by both.

List the benefits on a separate sheet of paper.

Go back to the list and circle the benefits you need.

109241

TEACH THEM TO USE IT SO THEY DON'T LOSE IT

Dr. Linda V. McCrossan, Project Director
Ms. Cynthia D. Garrett, Project Coordinator
1991-1992: Tutor Handbook

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ADULT
LITERACY
CENTER
OF THE LEHIGH VALLEY

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NOTE TO THE READER

The name of the organization conducting this study changed from that of the Allentown Literacy Council to that of the **Adult Literacy Center of the Lehigh Valley.** In the body of the report, the reader will encounter the name, Adult Literacy Center of the Lehigh Valley. However in some of the examples of materials found in the appendices, the reader will encounter the name Allentown Literacy Council.

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Vocabulary, Comprehension, Schematics, Critical Thinking, Writing, Math, Speaking and Listening Tasks Common to Light Industrial, Health, Hotel/ Hospitality, Food Service

Vocabulary and Skills Specific to Light Industrial, Health, Hotel/Hospitality, Food Service

*Bound separately.

119207

ABSTRACT

This project, TEACH THEM TO USE IT SO THEY DON'T LOSE IT, developed a tutor trainer manual, a tutor handbook and a resource packet for use with training tutors to use functional context methodology in teaching literacy skills using workplace materials. Functional context methodology is the process most often referred to in planning programs for teaching workplace skills. However, no material was written for use with volunteer tutors.

The Resource Packet contains a listing of the vocabulary, comprehension, schematics, math, and writing skills needed by 14 jobs in four occupational areas (Light Industrial, Hotel/Hospitality, Health and Food Service), in addition to a general and material bibliography.

Because of the need for prior training and experience will students, this material is designed to be used for an inservice workshop. It was well accepted by tutors and trainers in the field test.

This project will be of interest to trainers of adult educators, to adult educators and tutors, to PDE project advisors, to literacy councils, literacy programs in community colleges, and to adult educators in public schools.

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OVERVIEW

Welcome! This handbook has been designed for you. It has suggestions about how to work with your student using practical material from your student's job as part of your lessons. As the handbook and workshop progresses, there is space on the left hand side of the page to take notes.

Adults bring to class a lifetime of knowledge regardless of their social class, educational or literacy levels, occupational status, race, cultural background or language. The skills and knowledge adults have used throughout their lives (prior knowledge) are part of each session with your student. They also bring needs that they hope will be satisfied while they are learning. Unlike any other student population, adults in typical adult education programs are not mandated learners nor are they learners who have paid a great deal of money to study. Consequently, students must feel that what they are learning can be applied to their lives. The depth of prior knowledge, real life-practical needs and the lack of legal requirements to "be in class" define how adult learners are unlike child learners. Since child and adult learners differ, the way they learn, the material used and the manner in which they are taught can't be the same for both populations.

What is important may vary among adults and may include continuing their education, obtaining a GED, getting a driver's license, completing a job application, successfully using workplace materials, or reading the newspaper. Although student needs may relate to family literacy, general literacy or literacy needs in the workplace, this handbook concentrates on using material from the workplace.

In the accompanying workshop, you will be taught a process on how to include student generated material in your lessons. Your program should supply you with textbooks you need to work with your student.

Your student should have been assessed by the organization you are working with. This evaluation will provide you with a basis to understand what is important to your student, what skills the student has and what skills he/she needs to learn, and what skills can be applied to materials from the job.

This handbook contains an overview of the workshop and is divided into two sections on vocabulary and comprehension. There are two columns. The left column is empty so that you can take notes or paraphrase during the workshop. The right column describes the process you need to use with the student. Following are ideas you should consider before tutoring:

1. Get your students involved.

   a. People learn by doing, not just hearing. Be sure your student has time to practice or apply the ideas presented. Observe his/her practice to be sure they are performing the tasks correctly. Nothing is gained by doing the wrong thing over and over.

   b. Refer continuously to student's prior knowledge to help them understand more difficult concepts. Have your student paraphrase in their own words concepts you feel may be confusing. Carry on a conversation with your student until you are comfortable they understand. This is a quick check to be sure they understand a basic concept before you go forward.

c. Make the student feel they have generated the topics you are going to work on today. Be sure you and your student are in agreement to the answers to the following questions.

Why are you here? What do you think you will learn today? What problems are you having? What material from your job do you want to use?

2. Students must be made to feel their participation in the learning process is necessary.

   a. Positively reinforce student participation. Question your student often. Don't just give him/her information, ask what he/she knows about the material. You may find you have a lot less to explain.

   b. Be quiet and let the student practice and talk to you about what is happening. Listen and observe what is taking place.

   c. Do not vary too much from the topic. If a student has concerns that are not related to the class, set up a time to talk about the concerns at the end of class.

3. The student must feel a sense of completion at the end of the session.

   a. At the beginning of each session explain what you are going to be doing and express what you feel the student should gain by the end of the session.

   b. Before any break in the tutoring session, review what you have done. Ask for questions at the end of that session and again at the beginning of the next.

c. At the end of each session, review your initial expectations of what you hoped to accomplish. Did you accomplish them? Does the student see other things that were accomplished.

4. Before the end of the session, establish what you and your student will be doing at the next session.

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Note Page:

Note Page:

TUTOR HANDBOOK

VOCABULARY

To develop an excellent rationale for showing your student that the time and effort working in textbooks has prepared them to handle the workforce material look at the material the student has given you. Do you see words that are the same as the new vocabulary they are presently learning or that you have worked on earlier?

Note the vocabulary your student already knows. Be sure your student knows the meaning of the word as it is used in the specific material. Often students recognize words in print but they do not know the meaning of the words. If the opposite is true--students will use words in conversation but may not recognize the word in print. A student may also know only one meaning of the word but not the meaning in the specific material he needs or wants to read.

Ask yourself these three questions:

1. **What words does the student know?**

2. **What words does my student know but needs to learn additional workplace specific meanings of?**

3. **What words does my student not know at all?**

Question 1: What words does the student know? This question helps you determine your student's prior knowledge. As a tutor you need to find out what the student already knows. The longer you have worked with your student the more information you will have about what words or types of words cause difficulty for your student.

Each student should be evaluated before you begin working. It is the responsibility of the organization that you work with to choose the assessment procedure and to do this initial assessment. It should indicate the types of words your student knows.

A beginning or new reader may be able to recognize in print personal words i.e. words they see and use everyday--family members' names, addresses.

Remember, your student may know the meaning of a word but not recognize it in print. The student may use a word conversationally on a regular basis but not be able to relate the letters sounds with the printed symbol. This is a problem with word recognition. Many adult textbooks teach word recognition skills. These skills can be applied to any of the vocabulary used in workplace material. You are interested in finding those words the student knows the meaning of in any context. Learning word meanings in workplace situations is explained later in this manual.

The following list includes samples of types of words taken from beginning reading texts. Included in the list are many one syllable words, singular and plurals, possessives, words using "ing", and number words. Often these words are seen in your everyday life.

wage	has	his
to	have	hers
your	her	woman
date	he	sells
job	address	quarter
of	man	number
time	man's	name
boy	Mr.	put
boys	Mrs.	they
children	Miss	thank
one	leg	you
five	on	the
going	live	telephone
she	him	street

The words circled on the individual employee wage notification form on the next page are all words a beginning reader can learn to recognize and understand the meaning of in any contexts.

INDIVIDUAL EMPLOYEE

WAGE NOTIFICATION FORM

NAME OF EMPLOYEE: _____ START DATE: _____

NAME OF IMMEDIATE SUPERVISOR: _____

JOB TITLE: _____ WAGE BAND: _____

DEPARTMENT: _____

STARTING WAGE: $ _____

YOUR TRAINING ORIENTATION PERIOD EXTENDS UNTIL _____

AT THAT TIME, YOUR WAGE RATE WILL BE INCREASED TO $_____ IF YOUR PERFORMANCE HAS MET THE STANDARDS ESTABLISHED FOR THE POSITION.

AFTER THAT, WAGE TREATMENT WILL OCCUR ON A REGULAR YEARLY BASIS IN JULY AND WILL BE BASED ON YOUR PERFORMANCE LEVEL.

_____ _____

SUPERVISOR SIGNATURE DATE DELIVERED TO EMPLOYEE

THIS INFORMATION IS PRIVATE AND CONFIDENTIAL!

Nothing in this form shall be deemed to establish the employment of any person on a basis other than terminable at the will of either the Company or the employee himself with or without reason.

An intermediate reader will be able to recognize more words. They will be able to recognize, in print, most of the words they use in everyday language and have a basic understanding of the words' meanings in varied context. They also know how to use a dictionary and can seek out words and their meanings more independently than a beginning reader.

The intermediate reader has begun to see value in using word recognition skills and will use these skills to decipher words they may not recognize in print instantly.

A sample list of words taken from texts written at the intermediate level is given below.

accident	conduct	invent
agreement	continue	inspector
America	degree	program
bacteria	culture	information
belief	detail	themselves
billionth	department	headache
brotherhood	disease	employment
channel	escape	Democrat
beautiful	comment	amusement

Note the words have multiple syllables and contain prefixes and suffixes.

The words circled on the uniform assignment sheet are all words an intermediate level student can learn to recognize, understand, and use orally in more than one context. The words may also be used in written expression but spelling may not be accurate.

UNIFORM ASSIGNMENT

Property: _____

I have received _____ sets of uniforms from the _____ and understand that I will be responsible for the care of these uniforms.

Prior to leaving the employment of _____ I will return _____ sets of uniforms before I receive my last paycheck.

I further understand that $_____ per set will be deducted from my last paycheck for any uniforms not returned.

NAME: _____

DATE: _____

DEPT: _____

SIZE: _____

DATE UNIFORMS RETURNED: _____

CHECKED IN BY: _____

SIZE: _____

SIGNATURE: _____

An advanced level student often has a good use of English. They need to expand their vocabulary. Often they will need to improve spelling and work with a thesaurus to make their writing seem as sophisticated as their speech.

They may seem less threatened than intermediate level students by words they don't recognize immediately.

Advanced students generally know what they want to accomplish such as obtaining a GED or seeking a promotion at work. The vocabulary they wish to work with may be extremely specific.

Words taken from adult education texts written for advanced level students may be as follows:

energetic	offensive
moron	demotion
quaint	termination
applause	suspension
considerable	purgatory
disciplinary	

terms as:	"state of mind"
idioms as:	"kick the bucket"
	"hearsay"
	"just kidding"

An advanced level student may have difficulty reading the sexual harassment prevention policy, but only because there may be words that they do not immediately recognize. The length of time they use to decode the words may delay their ability to comprehend what is written making them read at a slower rate. Sometimes they will guess to save time, misconstruing the meaning of the passage.

The advanced level student will want to work on completing forms like the applause statement but the level of vocabulary they choose to use when writing may not be as high as the vocabulary level of the words used in the material they read.

Question 2: What words does my student know but needs to learn additional workplace specific meanings of?

Words that need to be reviewed are words you and your student have worked with already or words they seem to use competently after hearing the word once or twice.

This question will help you when a student doesn't understand written material because they know only one meaning of a word and this meaning is different than the meaning they need to know to understand the material. An example is "The man was gay." If the student only knew "gay" to be happy and the article using this sentence was about homosexuality, the student may not understand the passage.

Seeing the word in the context, the real-to-life material, may be enough to make this word part of their vocabulary. If it is not, continue with the manual which will include ideas on how to teach vocabulary.

SEXUAL HARASSMENT PREVENTION POLICY

The subject of sexual harassment in employment has received considerable attention recently from the media, from human rights organizations, and from the Equal Employment Opportunity Commission. It is timely to state clearly the [illegible] on this subject.

Sexual harassment is a form of employee misconduct which undermines the integrity of the employment relationship. All employees must be allowed to work in an environment free from unsolicited and unwelcome sexual overtures. Sexual harassment does not refer to occasional compliments. It refers to behavior which is not welcome, which is perceived as offensive, which debilitates morale, and which, therefore, interferes with the work effectiveness of an employee and his/her co-workers. Sexual harassment may include such actions as:

- Sex-oriented verbal "kidding", abuse, or unwelcome jokes;
- Subtle pressure for sexual activity;
- Inappropriate physical contact in the work place such as patting, pinching, or constant brushing against another's body;
- Demands for sexual favors, accompanied by implied or overt promises of preferential treatment or threats concerning an individual's employment status;
- Implied or overt promises of either preferential treatment or threats concerning an individual's employment status based on the individual's sex or perceived characteristics of that sex;
- Refusing to cooperate in work duties because of the sex of a supervisor, manager, or co-worker.

Sexual harassment is a prohibited personnel practice because it can result in discrimination for or against an employee on the basis of conduct not related to work performance.

Within our company, a supervisor or a manager who uses implicit or explicit sexual behavior to control, influence, or affect the career, salary, or job duties of an employee is engaging in sexual harassment. Similarly, an employee of our company who behaves in this manner while conducting business is engaging in sexual harassment.

It is possible for sexual harassment to occur at two levels: 1) among peers or 2) between supervisors and subordinates. Individuals who experience sexual harassment from co-workers must make it clear that such behavior is offensive to them and bring the matter to the appropriate supervisor's attention. In fulfilling their obligations to maintain a positive and productive work environment, supervisors and managers are expected to stop any harassment of which they become aware by calling attention to our Company's policy or by more direct disciplinary action, if necessary.

A form of sexual harassment which may be more difficult for employees to cope with occurs when a supervisor or manager threatens to use (or uses) the power of the position to affect the career, salary, or job of another employee in exchange for sexual favors. Individuals who instigate this type of harassment are also subject to disciplinary action, which may include suspension, demotion or termination.

Employee Name:_____ Date:_____

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Dept:_____ APPLAUSE STATEMENT

Purpose: To give you formal recognition for what you did that helped us be more effective here at

1) Summary of your actions or words from my perspective: (who'what'when'where)

2) The positive results and impact on our department or on the company of what you did:

_____ _____ _____

Supervisor Signature Date Employee Signature

Employee Comments: (please feel free to continue on the back, if needed).

Question 3: What words does the student not know at all?

How do I teach vocabulary my student does not know and needs to learn?

1. Be careful. Your student may be able to properly pronounce written words but will not know the meaning of the words (word calling). If a student is able to use the words appropriately in sentences, then the student knows the meaning of the word.

2. Work with student's prior knowledge. Use what they already know as a foundation on which to build new vocabulary .

Often in describing the contexts, the student may be giving you definitions of terms without knowing the term itself. How often have you forgotten a name and given a definition which will help someone else to guess the name. "It's a tree that looses its leaves in winter and has acorns." The person your speaking to says, "Oak Street."

Discuss the topics presented in the workplace material with your student. As adults, we have built up a huge library of prior experience. Sometimes our prior experience can interfere with learning.

Listen for misinterpretations in the meaning of words that may interfere with the student's ability to comprehend the material. In most cases the content of the material you are working with will prove to the student that the meaning they are giving the specific word or phrase is incorrect. This is especially true after you have them try to apply the incorrect meaning.

The student needs to see this discussion of what they already know about the topic as a very important step in the process to learning new vocabulary. Explain to your student that you don't want to waste time teaching what they already know and also you want to use what they know as a basis to build new vocabulary on.

After you have learned what your student can tell you about the vocabulary in the workplace, make a list with your student of the words the student needs to learn.

Warning: Are these words far above your student's ability to recognize and use words? **(See Vocabulary Section One, question 1.)** Does your student need to recognize the word "dislocate" when he or she is just learning the word "it." Stop, if there are too many words to learn at a level that is too difficult for your student. Seek help from the program you are working with. It may not be an impossible task, it may be one where words need to be introduced at a much slower pace. Be sure to consider the student's time table. They may need to comprehend the material immediately.

Assuming the warning just mentioned is not one you need to heed, let's continue.

3. Use the vocabulary exercises in the textbook as a model to make up vocabulary exercises from workplace material.

Look at vocabulary lists in the text. Are there words in the text that are also used in the workplace material? How does the textbook teach this vocabulary? What exercises do they use? Can you replace the vocabulary from the exercises in the textbook with the vocabulary your student needs to learn from the workplace material? If your student is used to the text, they should be familiar with the design used in the exercises and the directions on how to complete the exercises. This is a time saving step for both you and the student because their familiarity with the exercises will eliminate the need to teach them how to do it. Sometimes the directions are more difficult than the tasks.

Remember, before doing any type of activity or asking your student to work independently on an exercise, they must understand how completing the work will assist them to reaching their goal or assist them in interpreting the workplace material.

Matching and filling in the blanks are common techniques texts use to practice vocabulary used in the lesson.

Beginning Level:

Matching: Match pictures with words.
See page number _____. Another example is matching letters with words beginning with that letter.

As a student moves closer to an intermediate level, words can be matched with their meanings. Also, the beginning student may need you to work through each activity with them, reading words that are difficult for them to recognize in print. The intermediate level student will be able to do the tasks more independently.

Fill in: Fill in the blank choosing from two choices.

Fill in the blank choosing a letter from two letter choices.

Liz is _ewing (s, t) the garment.

Tom needed three time _____ (card, cards).

A variation could include a list of words to the right of the statement you are working with

Liz is _ewing (s, t) — sewing, washing

Liz is _ashing (p, w)

Warning: A student must understand the meaning of the sentence to make the correct choice. The sentence can be read to the student, they do not need to be able to recognize all of the words in print to hear and understand what is meant.

Intermediate to Advanced Level:

As the student moves closer to an advanced level, it may be possible to expand the fill-in the blank sentence to a full paragraph with blanks to be filled

Categorizing: Which word does not fit: Write it on the line at the right.

high school	association
elementary	
junior high	
association	
name	_____
age	
address	
tip	

With exercises like this, it may be helpful to ask your student why they eliminated one word and what the other words have in common. This may be interesting to do before your student begins the lesson. Discuss words as part of a group or category. Does your student know why a word fits in certain categories or not? After you feel your student has added the new word to their vocabulary, it can become a word to use in this type of exercise for future learning.

Warning: Always work through examples with your student first. Be sure they understand how to do the exercise independently. Ask your student how he or she will do the exercise. Explain how you would do the exercise. It is important to talk about the thought process.

Defining the Word, Choosing the Right Word

Choose the word in the line that describes, is an example of, or means the same thing as the first word and write it on the line to the right.

invention: sunburn, sundown, sunrise, sunglasses _____
schematic: map, apple, mate, cloudburst _____

The student's texts define words in the following ways; give an example of the word, adding "not" to the words opposite, describing the word or its dictionary definition, or using a word that means the same as the word.

Matching

Match the word to its meaning.

Warning: The list of words to be matched should be short. Present new words in small amounts, no more than <u>five</u> new words at a time.

Warning: Matching can be done by a process of elimination. Your student, at the beginning of intermediate level, may not recognize this thinking process as it applies to the printed word. Talk them through it. Use examples where they can apply the thinking process used in elimination as choosing from a group of foods what they want to eat for lunch. Remember to be able to eliminate items you must be familiar with them. Matching makes a better review exercise than a teaching experience.

Samples of the activities that were just described are applied to workforce material as follows: Level and source of the material are:

Example

a. Cover of an employee handbook, Matching, beginning level
b. Perishable food poster, Fill in the Blank, beginning to intermediate level
c. Refrigerated storage poster, Defining a Word, beginning to intermediate level
d. Do not use this food poster, Matching and Categorizing, intermediate level.

a.

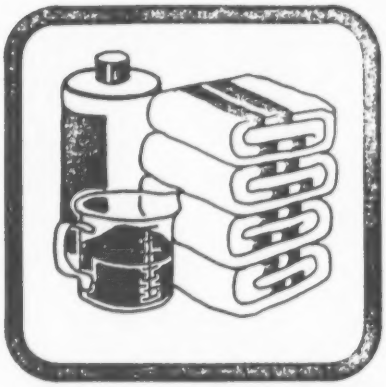
Matching
Beginning level

Cover of an employee manual

1 food

2 employees

3 cleaning



EMPLOYEE
GUIDE

b.

1. The food is _____ so it has to be put in the refrigerator.
   (perishable, loud)

2. The food is perishable so it has to be put in the _____.
   (refrigerator, car)

3. The food is perishable so it has to be _____ in the refrigerator.
   (broken, stored)

4. Food must be covered, identified and _____.
   (dated, eaten)

5. Perishable food needs to be stored in a _____ dish.
   (pink, covered)

b.

ATTENTION ALL EMPLOYEES

PERISHABLE FOODS STORED IN THE REFRIGERATOR MUST BE COVERED, IDENTIFIED, AND DATED.

BEST COPY AVAILABLE

c. Circle the word in the group of words on the right that means the opposite of the word printed on the left.

cooked	fish, top, raw
top	raw, bottom, food
high	low, right, label
right	raw, wrong, top

Note: Always remember to talk with the program you are working with if you additional information or help in working with your student.

REFRIGERATED STORAGE:

Do It Right

COLD FOOD - 40°

LABEL IT. **DATE IT.**

STORE COOKED FOOD HIGH

Possible differential of
5° - 10°
between top and bottom shelves.

STORE RAW FOOD LOW

Remember: Raw Food needs low temperature

Low Shelf = Low Temperature

d. Match the word with its meaning.

distressed	supplier
vendor	money returned
discard	dented
credit	invaded by bugs
infestation	throw away

Circle the word that does not belong.

bulged	immediately
damaged	soon as possible
distressed	now
item	away
merchandise	bulged
supplies	damaged
product	poor quality
contaminated	good products

Why does that word not belong?

DO NOT USE THIS FOOD

Distressed merchandise stored in this area is awaiting return to Vendor. Includes bulged or damaged cans, contaminated or poor quality food.

Return to Vendor as soon as possible, or show to salesman, get credit, and discard these items. Do not keep these items longer than is needed to receive credit. If product is contaminated with pests, get rid of it immediately after calling Vendor. Do not allow contaminated products to promote infestation of good products. Keep distressed merchandise on a bottom shelf away from other foods or supplies.

Hang this sign on front of shelf above, so that product is stored behind the sign and so sign is not obscured.

Comprehension

Reading is understanding and continually applying what has been read to varied situations. Comprehension, like vocabulary, deals with meaning. Vocabulary is isolated to the meaning of a word, comprehension (understanding) deals with the broader meaning of an idea or concept. For the purposes of this manual, comprehension deals with the concepts or ideas printed on the page dealing with workforce material, specifically workforce related material.

We test whether someone has understood material they have read or listened to by whether they can apply the concepts or ideas they have just read or heard. (The ultimate goal is to have the student read material independently, but if that is not possible, the material should be read to them--the key here is to understand the ideas or concepts that are written.)

Adult reading textbooks often determine whether a student has comprehended material by asking him/her questions about the material. To answer the questions correctly, the student will need to apply the information he/she just read in the passage. The student is not usually asked to apply the information taken from the text to any other situation.

Workplace material often is written to be applied not on paper but to some physical or mental act, and it is to be applied immediately as well as stored for future use.

In the vocabulary section of this manual, many of the activities could be lifted directly from your text and the words replaced with words from the workplace material. Because of the immediate application to a physical act of workplace material, the comprehension activities in the text may need to be expanded.

First, there are some questions to be answered before you begin designing comprehension activities to assist your student.

Ask yourself these four questions.

1. **What does my student already know about the material?**

2. **Can my student answer literal questions that are answered directly in the printed material?**

3. **Can my student restate the material in their own words?**

4. **Can my student combine what he/she already knows with new information he/she gained from the reading and apply it to a workplace situation?**

Question 1: What does my student already know about the material? This question deals with the student's prior knowledge about the content as well as his or her ability to read and understand the printed material. The longer you have worked with your student the more information you will have on what material that student can understand successfully (either printed or oral) and what material causes the student difficulty.

a. Look at the material. Does it contain vocabulary that you and your student have worked on or you know your student knows? Does the workplace material resemble printed material you have worked on with your student? Are the paragraphs the same length as some of the material you have been working on? Do they contain 3 sentences or 10? How many ideas are given in the passage, 1 per passage, 1 per paragraph? Is the material confusing for you to read (possibly the material is not written well at all). Did you have to reread the material to understand it? Are items sequenced in order? Does it contain maps, charts, or graphs? Have you worked on charts, maps or graphs before?

b. Again, please note that the agency or organization you are working for needs to assess all new students to determine the level of the material they can read independently. It is up to the program to determine the type of assessment tool used.

For your information:

Beginning level students usually work with passages made up of 2-3 short paragraphs containing no more than 3 to 5 sentences. The sentences are short

(3-7 words) and each passage contains only one thought or idea. Often the text will include one sentence repeated over and over again with just one word or a name changed. The words are often one syllable. The beginning level students can often orally comprehend material at a much higher level than they can read. They display little problem in comprehending basic conversation with their tutor. Most beginning level students respond to questions to determine if they understood what they read or what was read to them orally.

A sample passage from a beginning level text may resemble this.

I am Dick.
This is Aunt Mary.
This is Oak Street.

Aunt Mary lives on Oak Street.
Aunt Mary has a shop on Oak Street.
I am going to see Aunt Mary at her shop on Oak Street.

It is difficult to find workplace material written exactly in this fashion. Most beginning readers would have someone read material to them. If the student understood the vocabulary or the format used to announce meetings, the pyramid management poster may be successfully used as material on a beginning level. What would you look for in the poster to apply to your work?

day/date: _____
time: _____
place: _____

PYRAMID MANAGEMENT MEETING

FAIR

CONSISTENT

THE NEXT SUPERVISORS MEETING WILL BE HELD

day/date: _____

time: _____

place: _____

PREDICTABLE

The intermediate level student works with passages made up of any number of paragraphs. Each paragraph usually contains a stated main idea supported by details. Several ideas may be presented in one passage. The students still will understand at a higher level than they can read. This may be because a limited vocabulary is usually one of their problems.

As texts become more difficult the student will be asked to work with ideas that are not stated literally in the material and to draw conclusions from what they have read.

An intermediate level text may contain a passage as follows:

Who needs a job? Do I? What do I do to find one? Who can help me find out what I am qualified to do?

The answers are not the same for each person. Seeking a job is an individual task but there are things all job seekers have in common.

The passage would continue to answer each of the questions mentioned in the first paragraph.

The passage may continue with a sample job application and as questions about it as:

What is your sex?
Put an X in one box. ____ M ____ F
What is the year of your birth?

An intermediate level student may be successful with filling out a job application with a tutor's assistance.

THE APPLICATION FOR EMPLOYMENT

TO APPLICANT: We appreciate your interest in our organization and assure you that we are sincerely interested in your qualifications. A clear understanding of your background and work history will aid us in placing you in the position that best meets your qualifications and may assist us in possible future upgrading.

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YOUR AUTHORIZATION: The Company is hereby authorized to make an investigation of my personal history and educational background. This inquiry includes information as to my character, general reputation and personal characteristics. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal.

By signing this application I acknowledge that my employment may be terminated by me or by The Company at any time and for any reason and that nothing in this application or the interview process or the course of my employment with The Company, if I am hired, will constitute a contract of employment except an express written and signed employment contract. I further acknowledge that if hired I have a continuing obligation to inform The Company about any condition in my physical or mental health which could affect my employment, my fellow employees or the relationship of The Company to its customers.

The is AN EQUAL OPPORTUNITY EMPLOYER

_____
Signature of Applicant

(Please Print Clearly)

Date: _____

Name: _____ Social Security Number _____
Last First Middle

Present Address _____
No. Street

_____ Telephone No. _____
City State Zip

1. Are you over the age of eighteen?_____ If no, hire is subject to verification that you are of minimum legal age.
2. Have you been convicted of a crime in the past ten years, excluding misdemeanors and summary of offenses?_____. If yes, describe in full _____

_____

3. Any health problems or physical disabilities which could affect your employment? ☐ Yes ☐ No Do you now have or have your had, within the last six months, any contagious or communicable diseases, or gastro-intestinal infections, or have you ever had hepatitis or salmonella? ☐ Yes ☐ No

Explain any yes answers in detail:_____

_____

5. Position(s) applied for _____

Rate of pay expected $_____/week

6. Would you work Full-Time_____ Part-Time_____

Specify days and hours if part-time _____

7. Were you previously employed by us?_____ If yes, when? _____
8. List any friends or relatives working for us _____

_____
Name(s)

_____

9. If your application is considered favorably, on what date will you be available for work? _____19____
10. Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with the Company? _____

_____

_____

11. Did you graduate from high school?_____ If yes, give month and year your graduated _____

Name of High School _____

12. Have you attended any school after high school? _____

Name and address of school _____

_____

_____

_____

Did you graduate?

_____ Yes—Date _____
Month/Year

_____No—Number of Years Attended _____

Month & Year Last Attended _____

_____
Course of Study Diploma or Degree

(See Questions on Reverse Side)

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Advanced level students can read almost any type of material independently. Their difficulty will be in one or more of the following: understanding vocabulary, responding to the information in writing, drawing inferences and conclusions, or applying what is read to situation other than the context they read it in originally.

An advanced level student should successfully be able to fill out the preceding job application and interpreting materials written subjectively as the 60 DAY "ONE-ON-ONE" FORM that follows.

60 DAY "ONE-ON-ONE" FORM

Employee Name:_____ Job Title:_____

Supervisor Name:_____ Discussion Date:_____

Outline for Discussion:

1. What improvements has the employee shown in the past month?
2. What should the employee focus on to keep doing a good job?
3. What areas, if any, need to be improved in this employee's work performance?

+ = standards are being met

-- = improvement is needed

___ Safety
___ Attendance
___ Techniques/methods
___ Energy
___ Use of equipment
___ Work quality
___ Work volume
___ Teamwork
___ Accepting responsibility
___ Work pace
___ Asking questions

Supervisor Comments:

Employee Comments:

_____

Employee Signature

c. Can my student apply what has been read to a new situation? The material may be written as a consumer guide to help decide what type of car to buy, by the negative and positive characteristics of comparing cars. Can your student compare and contrast two items to make a decision? Most students can make the following comparison: which one is best a peanut butter and jelly sandwich versus a roast beef sandwich for lunch? A student may not be able to read written instructions and follow them, but if told how to do the task, the student could do it without difficulty. The use of the student's prior knowledge of how to do a task physically can be applied to written material. There are certain thinking patterns we use to analyze our world. These same patterns apply to interpreting and remembering the printed word.

Ideas and objects are compared and contrasted continuously whether it is choosing a sandwich for lunch or buying a new car. Directions and acts are sequenced from putting on one's clothing to writing a handbook for tutors. All causes have an effect from not turning on the light and stubbing your toe to reading about the Aids epidemic.

We require most ideas be explained in detail or acts be given a rationale. Why didn't you stop for that STOP sign? The newspaper listed the details on what each candidate planned to do about global warming.

If your student has difficulty sequencing events, comparing and contrasting ideas, or listing details in conversation with you or in talking about their personal life, you should contact the program you are working with immediately. If the student does not have difficulty, then use these skills to interpret written material.

Question 2: Can my student answer literal questions that are contained directly in the passage?

Most text material is written to do this. Some activities from texts that can be used as a model to design your own activities are as follows:

Beginning level texts will have the student respond orally, choose one of two answers, or fill in one word answers to questions from a multiple choice question that are almost restatements of the text.

The questions are usually written to help the student locate the main ideas of the passage.

Using the pyramid management meeting poster on the next page, the student could answer orally the day, the date, the time, and the place or respond to both yes/no, or multiple choice answers to written questions.

Circle the correct answer.

What day is the meeting going to be held?

a. Tuesday b. Thursday

Was the meeting Thursday?

(yes, no)

Note: This applies student's prior learning; to read calendars, spell and write the days of the week, months of the year, time, AM, PM and different locations.

Also, note to see if the student applies the directions to complete the activity. (Directions may be given orally.)

Realize your student may also be able to answer the same type of questions about material written at a higher reading level. You may read them the material and ask the same type of comprehension questions.

The intermediate level texts may ask the student to go back to the text and copy the sentence that contains the answer to the question.

After reading the first page of the welcome book (following), questions could be asked that review the main points.

Write the sentence from the passage where the answer to the question can be found.

When should you return this book? What does this book contain? Is your employment terminable at the will of the Company or yourself? (Terminable may be a vocabulary word to review. See Vocabulary Section of this manual.)

WELCOME BOOK

ACKNOWLEDGEMENT AND ACCEPTANCE FORM

I have, today, received a _____. WELCOME BOOK which contains the policies and procedures by which the Company conducts its business.

I understand that I must return this book if I should separate from the Company for any reason.

I further understand that my receipt of the WELCOME BOOK in no way establishes my employment on any basis other than terminable at the will of the Company or me, with or without reason.

_____

Employee Name

_____

Date of Receipt of Book

By writing the exact statement from the printed material or restating the question in the answer, the students not only apply their literal understanding of the passage but also begin providing answers in written form using complete sentences.

An example of restating the question in the answer is:

When would you return the Welcome Book?

I would return the Welcome Book when _____.

The Welcome Book should be returned when _____.

Intermediate to advanced text may ask students to eliminate details that do not apply to the main idea of the passage or each paragraph of a passage or they may ask the students to list important details. They may ask the student to eliminate details that are inaccurate or do not apply from a list of details taken from the text. From the employment eligibility verification form (next page), these questions could be asked.

If you have shown your employer a certificate of United States Citizenship, do you need to show them a U.S. Military Card?

List the items that you can use to verify employment eligibility that fit the category titled identity and employment eligibility.

Cross out the item that is not an acceptable example of identity and employment eligibility.

U.S. Passport
Certificate of Naturalization
U.S. Military Card
A birth certificate.

EMPLOYMENT ELIGIBILITY VERIFICATION

1 EMPLOYEE INFORMATION AND VERIFICATION: (To be completed and signed by employee.)

Name: (Print or Type) Last	First	Middle	Maiden
Address: Street Name and Number	City	State	ZIP Code
Date of Birth (Month/ Day/ Year)		Social Security Number	

I attest, under penalty of perjury, that I am (check a box):

- ☐ A citizen or national of the United States.
- ☐ An alien lawfully admitted for permanent residence. (Alien Number A _____).
- ☐ An alien authorized by the Immigration and Naturalization Service to work in the United States. (Alien Number A _____). or Admission Number _____ expiration of employment authorization, if any _____)

I attest, under penalty of perjury, the documents that I have presented as evidence of identity and employment eligibility are genuine and relate to me. I am aware that federal law provides for imprisonment and/or fine for any false statements or use of false documents in connection with this certificate.

Signature	Date (Month/ Day/ Year)

PREPARER/TRANSLATOR CERTIFICATION (If prepared by other than the individual). I attest, under penalty of perjury, that the above was prepared by me at the request of the named individual and is based on all information of which I have any knowledge.

Signature	Name (Print or Type)		
Address (Street Name and Number)	City	State	Zip Code

2 EMPLOYER REVIEW AND VERIFICATION: (To be completed and signed by employer.)

Examine one document from those in List A and check the correct box, *or* examine one document from List B *and* one from List C and check the correct boxes. Provide the *Document Identification Number* and *Expiration Date*, for the document checked in that column.

List A Identity and Employment Eligibility		List B Identity	and	List C Employment Eligibility
☐ United States Passport		☐ A State issued driver's license or I.D. card with a photograph, or information, including name, sex, date of birth, height, weight, and color of eyes. (Specify State)_____)		☐ Original Social Security Number Card (other than a card stating it is not valid for employment)
☐ Certificate of United States Citizenship		☐ U.S. Military Card		☐ A birth certificate issued by State, county, or municipal authority bearing a seal or other certification
☐ Certificate of Naturalization		☐ Other (Specify document and issuing authority)		☐ Unexpired INS Employment Authorization Specify form #
☐ Unexpired foreign passport with attached Employment Authorization				
☐ Alien Registration Card with photograph				
Document Identification #		*Document Identification* #		*Document Identification* #
Expiration Date (if any)		*Expiration Date (if any)*		*Expiration Date (if any)*

CERTIFICATION: I attest, under penalty of perjury, that I have examined the documents presented by the above individual, that they appear to be genuine, relate to the individual named, and that the individual, to the best of my knowledge, is authorized to work in the United States.

Signature	Name (Print or Type)	Title
Employer Name	Address	Date

Form I-9 (03/06/87)
OMB No. 1115-0000

U.S. Department of Justice
Immigration and Naturalization Service

Question 3: Can my student restate the printed material in their own words?

Often we can repeat what we have heard or restate facts immediately without fully understanding what we read or heard. Until we can accurately retell what we've read in our own words we have not made it our own and often have not stored the information for later use.

When working with workplace material the contents often needs to be stored to be recalled at a future date and time.

Paraphrasing what the students read or you read to them is a convenient way for your student to see if they have placed in the information in their memory.

Students are unable to remember or recall important printed material because they cannot identify and apply the thinking patterns they use daily and apply these patterns to interpret printed material. (See Question 1, Section c.) The textbooks you are using can assist the student in using these thinking patterns with printed material. This will be explored in Question 4.

Question 4: Can my students combine what they already know with new information they gained from the reading and apply it to a workplace situation?

Before reading any material, decide with your student what it is they need to be able to do upon completing the reading. Ask "Why are you reading this?"

Developing a purpose for reading assists the student in remembering the important content of the reading material. The information must be stored in memory to recall later to apply it to a specific situation.

Use pictures, charts, bold face print to stimulate questions to find answers in the reading. The purpose for reading could be as simple as answering the questions you just created.

Note the HMOPA and Keystone comparison on the Health Maintenance Programs sheet on the next page. Place who, what, when, where, why or how before a title such as this. How do HMOPA and Keystone compare? Keystone's list is longer so the question could be asked. What does Keystone offer that HMOPA does not?

The material may not fully answer questions you and your student have, that's okay. If the student needs the answers for his/her own use, look for more material that will answer the questions asked.

Ask your student, did you find the answers to your questions in this material? Do you need to look at other types of material?

The textbooks you are using with your students have many activities which are made to help your students use the thinking patterns they use in their life to apply them to printed material.

In the beginning level texts, the student is usually asked orally to tell what each paragraph of a passage is about.

The main idea or what the paragraph is about often is made up of details that answer any or all of these questions.

Who?
What?
When?
Where?
How?
Why?

With the selection of either HMOPA or Keystone Health Plans, costs are minimized including both doctor visits and referrals. Employees are eligible to enroll in either of these plans after 6 months of employment.

HMOPA AND KEYSTONE COMPARISON

HMOPA

- Use of Primary Care Physician.
- $2.00 charge for each office visit.
- No deductibles.
- No Claim Forms.
- Provide 100% coverage for illness and injury.
- Provide 100% preventative coverage.
  All doctors must be HMOPA participating.
- Referrals to HMO Specialists only.
- Unlimited number of Primary Care Physicians per family.
- Must choose one participating pharmacy.
- $2.50 co-pay for prescriptions.
- Eye exams covered if referred by Primary Care Physician.
- $35.00 toward eye glasses every 2 years.
- Can select personal Gynecologist along with Primary Care Physician.
- Routine Newborn Care.
- Mental Health Care - Outpatient:
  1-2 visits - 100%
  3-10 visits - $10.00 co-pay
  11-20 visits - $25.00 co-pay or 50% of fee - whichever is less.
- Stop Smoking Programs.
- Health Club Membership discounts.
- Membership Newsletter/Magazines.
- Cancer Screening.

KEYSTONE

- Use of Primary Care Physician.
- Free office visits.
- No Deductibles.
- No Claim Forms.
- Provide 100% coverage for illness and injury.
- Provide 100% preventative coverage.
- Doctors are affiliated with Blue Cross/ Blue Shield.
- Referrals to any Blue Cross/Blue Shield participating specialists.
- Limited to 2 Primary Care Physicians per family.
- Can go to any participating Pharmacy.
- $5.00 co-pay for prescriptions or $3.00 for generic drugs.
- Vision Screening provided by Primary Care Physicians.
- No provision for eye glasses.
- Must use Primary Care Physician for routine Gynecological visits.
- Routine Newborn Care.
- Mental Health Care - Outpatient:
  $25.00 co-pay for 20 visits in a 12 month period.
- Stop Smoking Programs.
- Health Club Membership discounts.
- Membership Newsletter/ Magazines.

Note the example on holidays. The vocabulary may be too difficult for the beginning level student to recognize in print but the main idea is understood by most employees, "The days we get off with pay." The details answer the question, "What day?" New Year's Day, Good Friday, etc.

HOLIDAYS

The Companies offers eleven paid holidays per year. The following days are holidays:

New Year's Day
Martin Luther King's Birthday
Good Friday
Monday after Easter
Memorial Day
Independence Day
Friday before Labor Day
Labor Day
Thanksgiving Day
Friday after Thanksgiving
Christmas Day

CREDIT UNION

Employees may join the Credit Union at any time after they start working at Benefits of belonging to the Credit Union include: direct deposit into either checking or savings account, paycheck cashing, and loans. For more information, visit the Credit Union office.

The intermediate and advanced students' text will have the student comparing and contrasting, listing cause and effects, sequencing and finding main idea and supporting details.

If the material is too difficult for the students to read but they must understand the information in the material, read the material to them. For beginning level students you may wish to stop reading after each paragraph or even paraphrase more difficult vocabulary or concepts.

As mentioned in Part c of Question 1, when discussing prior knowledge the manual talks about thinking patterns in which information is stored and used in the student's life. One of the examples used was comparing and contrasting a good tasting sandwich to one which may be less appealing.

The thinking patterns discussed were:

cause and effect
comparing and contrasting
main ideas and supporting details
sequencing

The text will ask the student to take the details from the reading combined with the student's prior knowledge and experience and form opinions, draw conclusions or inferences, and predict outcomes.

Examples taken from textbooks with questions.

An article is written about a student finishing high school. It included a description of times a student may have quit school and reasons why a student would stay. It also describes the school location, types of students, curriculum, and teachers. Direct reading questions are asked.

What caused the student to want to quit school?

Why did the student stay?

What was the school like?

After having the student list the facts from the article, questions are asked to help the student apply the information?

Is the school like a school you attended? If it is different, how is it different?

When you were in school, did you have problems similar to the student in the story?

 Do you believe this story is true?

How do you feel about high school now?

If you could go back to school like the one the student attended, would you finish?

Do you have a high school diploma? If you don't, what would you do if you had a high school diploma?

Does this sound like a conversation you may have with a student? What has taken place. First the details are taken directly from the story. The student's prior knowledge is used to verify if the information seems true. Then they are asked to predict outcomes and draw conclusions about their own life.

Other examples from text include ways of finding and listing details.

a. cause and effect

Choose the effect that best matches with each cause.

Effects: It passes into the large intestine.
The body can become diseased.

Cause: Poisons build up in the large intestine.

These causes and effects are stated in the passage.

b. sequence

Put these parts of the body in order in which they help digest food.

large intestine, small intestine, stomach, teeth

This order is stated in the article.

c. Following and giving directions both orally and written is also an example of sequencing details.

d. finding details to support main points

Choose the correct answer to fill in the blank.

A normal adult stomach can hold 3-1/2 _____ of food.

a. gallons
b. ounces
c. pints
d. quarts

e. comparing and contrasting

Place the words or phrases under the title they belong.

Nutritious Food Junk Food

carrots
apples
bubble gum
candy bar

or

Choose the best description of the main character of the story.

or

Place (N) after all the items that are nutritious food; place a (J) after all those considered junk food; and a (b) after all those considered both types of food.

Students apply their prior knowledge and the content of reading material to their personal life by answering questions as:

a. What do you think?

Students are asked to write their opinion on ideas given in the reading passage.

b. Students may be asked to give their opinion by answering true or false questions

Questions can be either answered directly from the passage or taken from the students' feelings or opinions after reading the passage.

Many activities used in text can be applied to the workplace material. Check to see if the content from the workplace material can be substituted for content used in the textbook material. See if you can apply the same types of questions. Note for your student how the same skills that are used to gain information from the textbook can be applied to the workplace material.

The following are applications of some of the textbook exercises mentioned.

The Health Maintenance Form (Preventative Maintenance)

Finding details

Para. 1 When are employees eligible to enroll in either health plan? Restate the answer in your own words.

Choose the correct answer

a) 1 month b) 6 months c) one year

With the selection of either HMOPA or Keystone Health Plans, costs are minimized including both doctor visits and referrals. Employees are eligible to enroll in either of these plans after 6 months of employment.

HMOPA AND KEYSTONE COMPARISON

HMOPA

- Use of Primary Care Physician.
- $2.00 charge for each office visit.
- No deductibles.
- No Claim Forms.
- Provide 100% coverage for illness and injury.
- Provide 100% preventative coverage.
  All doctors must be HMOPA participating.
- Referrals to HMO Specialists only.
- Unlimited number of Primary Care Physicians per family.
- Must choose one participating pharmacy.
- $2.50 co-pay for prescriptions.
- Eye exams covered if referred by Primary Care Physician.
- $35.00 toward eye glasses every 2 years.
- Can select personal Gynecologist along with Primary Care Physician.
- Routine Newborn Care.
- Mental Health Care - Outpatient:
  1-2 visits - 100%
  3-10 visits - $10.00 co-pay
  11-20 visits - $25.00 co-pay
  or 50% of fee - whichever is less.
- Stop Smoking Programs.
- Health Club Membership discounts.
- Membership Newsletter/Magazines.
- Cancer Screening.

KEYSTONE

- Use of Primary Care Physician.
- Free office visits.
- No Deductibles.
- No Claim Forms.
- Provide 100% coverage for illness and injury.
- Provide 100% preventative coverage.
- Doctors are affiliated with Blue Cross/ Blue Shield.
- Referrals to any Blue Cross/Blue Shield participating specialists.
- Limited to 2 Primary Care Physicians per family.
- Can go to any participating Pharmacy.
- $5.00 co-pay for prescriptions or $3.00 for generic drugs.
- Vision Screening provided by Primary Care Physicians.
- No provision for eye glasses.
- Must use Primary Care Physician for routine Gynecological visits.
- Routine Newborn Care.
- Mental Health Care - Outpatient:
  $25.00 co-pay for 20 visits in a 12 month period.
- Stop Smoking Programs.
- Health Club Membership discounts.
- Membership Newsletter/ Magazines.

Fill in the blank from the passage.

Employees are eligible to enroll in either of these plans after _____ months of employment.

Para. 1 Applying information to the student.

Predicting outcomes

You are not covered by either health plan for the first six months. What happens if you get sick and need to go to the doctor one month after you are employed?

Forming Opinions

Will you have to go six months without coverage?

Is this a good situation for you?

Para. 2 (2 lists) Comparing and contrasting

Place H after those benefits just offered by HMOPA; K for those offered by Keystone; and b for those offered by both.

List the benefits on a separate sheet of paper.

Go back to the list and circle the benefits you need.

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AE 3025 - ... 2

TEACH THEM TO USE IT SO THEY DON'T LOSE IT

Dr. Linda V. McCrossan, Project Director
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1991-1992: Resource Packet

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PDE 353: 99-2011 $12,500

ADULT
LITERACY
CENTER
OF THE LEHIGH VALLEY

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Advance
PDE Resource Center
Pennsylvania Department of Education
...

NOTE TO THE READER

The name of the organization conducting this study changed from that of the Allentown Literacy Council to that of the **Adult Literacy Center of the Lehigh Valley.** In the body of the report, the reader will encounter the name, Adult Literacy Center of the Lehigh Valley. However in some of the examples of materials found in the appendices, the reader will encounter the name Allentown Literacy Council.

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RESOURCE PACKET:*

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Material Bibliography

Assessment Procedure

Vocabulary, Comprehension, Schematics, Critical Thinking, Writing, Math, Speaking and Listening Tasks Common to Light Industrial, Health, Hotel/ Hospitality, Food Service

Vocabulary and Skills Specific to Light Industrial, Health, Hotel/Hospitality, Food Service

*Bound separately.

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ABSTRACT

This project, TEACH THEM TO USE IT SO THEY DON'T LOSE IT, developed a tutor trainer manual, a tutor handbook and a resource packet for use with training tutors to use functional context methodology in teaching literacy skills using workplace materials. Functional context methodology is the process most often referred to in planning programs for teaching workplace skills. However, no material was written for use with volunteer tutors.

The Resource Packet contains a listing of the vocabulary, comprehension, schematics, math, and writing skills needed by 14 jobs in four occupational areas (Light Industrial, Hotel/Hospitality, Health and Food Service), in addition to a general and material bibliography.

Because of the need for prior training and experience will students, this material is designed to be used for an inservice workshop. It was well accepted by tutors and trainers in the field test.

This project will be of interest to trainers of adult educators, to adult educators and tutors, to PDE project advisors, to literacy councils, literacy programs in community colleges, and to adult educators in public schools.

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RESOURCE PACKET

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ASSESSMENT PROCEDURE/INTERVIEW

Student Data	Observations
A. Contextual	Indicates the context in which instruction may be provided. May also indicate motivation of the student, whether intrinsic or extrinsic, and whether their interest is caused by a temporary or more permanent influence.
1. Why is the student coming to the Council? Is the person coming because they have been sent by an employer, spouse, referring agency, a social service agency, public assistance, another training program, or are they coming on their own?	Sample questions/observations: Where did you hear about our program? Why are you here? Did someone tell you about our program? Do you need help with reading and writing at work? Is there a test you need to pass? Was it your idea to come or did someone send you?
2. Have they been involved in other education or training programs since they left school and how successful were they?	May indicate reliability, give background information on interests or establish items which you may want to be aware of when designing a program for this student. Sample questions/observations: Have you ever been tutored before? Did the job you have require training? Have you worked with other programs in our area (i.e., ABE, Vocational Technical, Community College, drug and alcohol)? What did you or didn't you like about the program? Did you like someone there? What did you like about them? How long have you been involved? (See #6 Support Systems)

Assessment Procedure: Oral Interview

ASSESSMENT PROCEDURE/INTERVIEW

Student Data	Observations
A. Contextual	
1. Why is the student coming to the Council? Is the person coming because they have been sent by an employer, spouse, referring agency, a social service agency, public assistance, another training program, or are they coming on their own?	Indicates the context in which instruction may be provided. May also indicate motivation of the student, whether intrinsic or extrinsic, and whether their interest is caused by a temporary or more permanent influence. Sample questions/observations: Where did you hear about our program? Why are you here? Did someone tell you about our program? Do you need help with reading and writing at work? Is there a test you need to pass? Was it your idea to come or did someone send you?
2. Have they been involved in other education or training programs since they left school and how successful were they?	May indicate reliability, give background information on interests or establish items which you may want to be aware of when designing a program for this student. Sample questions/observations: Have you ever been tutored before? Did the job you have require training? Have you worked with other programs in our area (i.e., ABE, Vocational Technical, Community College, drug and alcohol)? What did you or didn't you like about the program? Did you like someone there? What did you like about them? How long have you been involved? (See #6 Support Systems)

3.	What motivates this person to begin training? What are his/her goals, how realistic is this individual?	Not only indicates motivation, but also may provide information on student reliability. Sample questions/observations: What was the last grade you attended in school? How old were you when you left school? What do you want to be able to do? At what are you employed? (Prior employment also.) Note amount of time person thinks it will take to accomplish goal, or amount of time they are willing to give to learning. Note whose responsibility they think learning is. Discuss their future plans. (See #1.)
4.	What environmental factors exist which may be used to determine reliability? Employed/unemployed; used to schedule; child care, children's ages, what are the current supportive networks helping in literacy needs?	One thing you do need to know: Is your student aware how to schedule their time? Are you employed? How long? Does your employer know you are here? Is your employer willing to give you time off to study? (With/without pay?) Do you have someone to take care of your children while you are in class with a tutor? (Note: Public Assistance office may help.) What time can you come to class or meet with a tutor? Are there days of the week which are not good for you? (Note whether student needs help in determining a time. If you need to assist them, it may indicate their inability to sequence events or problem-solve.)

5.	What is the educational background? Feelings about education who is responsible for this person not having the skills; what kind and what type of success in other training programs, ABE, armed forces, job training, employer sponsored training, GED.	Tells us if they will fit into a small group classroom or will need a one-on-one tutor. Will they fit into a traditional method of instruction or will an alternative method be needed? What type of tutor will be most effective? (i.e., If a student feels uncomfortable with a traditional method, a tutor may be needed who will not need to stress a traditional setting (as using a chalkboard.) Sample Questions/Observations: Who was your favorite teacher? Why? Who was your least favorite teacher? What was your favorite/-least favorite subject? Why? Where did you sit in the classroom? Did you miss a lot of school? Did you move a lot? Where did you go to school? (This country? a foreign country? the city? small town?) What did you pay attention to?
6.	What can we build around in programming, hobbies, fullness of life, what are the interests?	Tying the individual program into current interests and/or hobbies helps to bring relevance to the learning situation. Does the student have hobbies or interests that display basic problem-solving skills which can be used to build lessons on and transfer these abilities to their literacy needs? Sample Questions/Observations: What are your hobbies? What is your favorite television show? Do you have children? Ages of children? What do you do in your free time?

5.	What is the educational background? Feelings about education who is responsible for this person not having the skills; what kind and what type of success in other training programs, ABE, armed forces, job training, employer sponsored training, GED.	Tells us if they will fit into a small group classroom or will need a one-on-one tutor. Will they fit into a traditional method of instruction or will an alternative method be needed? What type of tutor will be most effective? (i.e., If a student feels uncomfortable with a traditional method, a tutor may be needed who will not need to stress a traditional setting (as using a chalkboard.) Sample Questions/Observations: Who was your favorite teacher? Why? Who was your least favorite teacher? What was your favorite/-least favorite subject? Why? Where did you sit in the classroom? Did you miss a lot of school? Did you move a lot? Where did you go to school? (This country? a foreign country? the city? small town?) What did you pay attention to?
6.	What can we build around in programming, hobbies, fullness of life, what are the interests?	Tying the individual program into current interests and/or hobbies helps to bring relevance to the learning situation. Does the student have hobbies or interests that display basic problem-solving skills which can be used to build lessons on and transfer these abilities to their literacy needs? Sample Questions/Observations: What are your hobbies? What is your favorite television show? Do you have children? Ages of children? What do you do in your free time?

7. What support systems are in place to help take care of literacy needs? How are educational tasks done now? Who helps, how, how often? Do people know you want to improve your skills and what you currently know how to do? Current context, confidentiality, importance of literacy, networks and barriers.

A student with a strong support system could prove to be more reliable, especially since they will have more reinforcement/encouragement to achieve their goals. Sometimes support systems can become a deterrent to the learning situation if the person providing the support feels displaced by the learner's increased abilities.

Sample Questions/Observations:

Does your husband/wife/mother/father know you are here? Can we call you at home/work? Are you able to read a newspaper? Do any parts of the paper give you trouble? Can you use a telephone book? Do you pay your own bills? Who helps you?

8. What is the family history with literacy and education? This pertains to the family when the adult was growing up and the current family?

Are the student's problems a result of the environment in which they were raised? Students whose parents showed little support may not have done well in school. The student may be more motivated and reliable if education is important in the current environment (i.e., stressed to keep or be promoted in job situation). (Note: This may be a good explanation for the student's statement of why they couldn't do it then, but "I think I can do it now.")

Sample Questions/Observations:

Did your brothers/sisters have trouble in school? Did your parents read? Did you visit the library when you were young? What was your parent's attitude towards reading/school? Did your parents help you with school work? Does your family read now?

B. Mediation of the Environment

1. Problem-Solving Ability

Can the student solve problems in their personal lives? This information will indicate whether student has some basic problem-solving skills to build lessons on and transfer.

a. Decisions about what/when/time of study, child care, transportation, work responsibilities, bowling, etc.

Sample questions/observations:

When will you be available to meet with a tutor? Do you have someone to watch your children while you're meeting with the tutor?

b. Ability to Sequence

Questions and Observations:

Was student on time for interview? How do they set up their daily schedule?

c. Prediction

Questions and Observations:

Can student commit for six months, 2x's per week? Can they predict problems in scheduling or are they blind to what can happen in the future.

2. Critical Thinking: How do they process and think about the environment? Response to T.V. commercials, programs, hobbies, the interview location, the weather, children, their job, etc.

Students may demonstrate examples of critical thinking when describing a real life situation but not display the same level of competency when reading a passage.

Questions and Observations:

What is your favorite T.V. program? your favorite character? What do you like about him/her? Response to validity of commercials. Do they see the gimmicks and sales techniques used? (Do they really believe that Scope can help them find the perfect lover?)

3. Coping Strategy

Strategies students use to avoid reading or writing or techniques they use to get someone else to read or write for them. It is important to know if the student avoids the task they can't do or do they problem solve to accomplish what they need to do. Coping mechanisms may interfere with the student's learning progress.

Questions and Observations:

Did student forget glasses? Every time a reading task is mentioned, does the student talk about something they can do well (even flirt)?

C. Language

In selecting material and assisting students to clarify goals, it is important to know if what they need to learn is part of their spoken vocabulary.

1. Do they understand oral conversations?

2. Can they participate effectively in dialogue?

3. Is their conversation rational and coherent?

4. What is the extent of their vocabulary?

5. What speech variations are used; i.e., dialects, accents, regionalism?

Speech variations may affect the student's pronunciation of words and therefore may affect the type of instruction used. Note: it is the students' choice if they wish to correct speech patterns or not.

It is important to note why a student may not participate in dialogue. Using information from other parts of the interview determine if it may be nervousness, a cognitive problem, or vocabulary or foreign language interference.

A student's ability to continue in conversation about the same topic may indicate how easily they may be distracted from the learning task and/or what may be their interest or major distraction.

Sample Questions and Observations:

Does the student initiate conversation or have the ability to participate in conversation about a given topic? Does the student respond with yes/no answers only?

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1. Residing in Allentown: Less than one (1) month:_____, one (1) month to three (3) months:_____, four (4) months to six (6) months:_____, seven (7) months to 12 months:_____, 13 to 14 months:_____, more than 2 years:_____.

2. Have you had residency in your native country after coming to U.S.? _____ How long? _____

3. Do you have a car?_____ 12a. Married, Single, Divorced, Widowed.

4. Country of Origin _____

5. Native Language _____ 23. Other Language _____

6. Educational Background:
   Formal Schooling: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, G.E.D.
   Technical School: 1, 2
   University: 1, 2, 3, 4, 5.
   U.S. Schooling: _____

7. Have you gone to school in the U.S.? Yes _____ No _____ If so, for how many years? _____

8. Have you studied English before? Yes _____ No _____ If yes, did you study in the U.S.? In your native country or in both? Others _____

9. If yes to #8, have you been a student with the Allentown Literacy Council before? Yes _____ No _____

10. If you worked in your native country, what was your occupation? _____ Where do you work now? _____
    _____ Not employed. _____

11. What are the three most important things you'd like to learn how to do in English?

    _____

    _____

    _____

Vocabulary, Comprehension, Schematics, Mathematics, Writing, Speaking and Listening Skills Common to Light Industrial, Health, Hotel/Hospitality, Food Service

I. Vocabulary Common to Light Industrial, Food Service, Health Care, Hotel/Hospitality

A. Form Information

absence
absenteeism
accident
address
alien
allowance
annuity
application
association
authorization
business
carrier
citizenship
city
claim
college
company
compliance
confidentiality
contact
convicted
county
crime
deductible
dependent
description
diagnosis
diploma
disadvantage
divorced
document
documentation
education
effective
elementary
eligibility
employer
expense
experience
expire (on)
facility
federal
female
foreign
friends
full time
genuine
government
graduation
gross
group
head of household
health
high school
identification
illness
important
incentive
information
injury
insufficient
insurance
legal (il)
life
local
male
married
marital status
medical
medicare
military
minimum
minor
miscellaneous
misdemeanor
name
naturalization
net
offense
occupation
overtime
passport
patient
part time
penalty
perjury
photograph
physician
plan
policy
previous
problem
program
provider
qualifications
refer

reference
registration
reimbursement
relatives
residence
safety
salary
separated
sex
sickness
signature
signed
single
skill
social security
spouse
state
statement
tax
telephone
termination
treated
treatment
unemployment
union
verification
withholding

B. Body Parts, eyes, hands, legs, hair, skin

C. Personnel

coworker
employee
supervisor

D. Days of the week, month of the year, time of day

E. Safety

accident
aisles
authorization
caution
chemical
dangerous
dirt
disable
disaster
electrical
emergency
equipment
exposure
extinguisher fire
flammable
forbidden
glasses
goggles
hazard
health
injury
immediately
pedestrian
practice
protect
regulations
smoking
standards
unsafe
workplace

F. Building

area
department
entrance
exit
ladies
mens
office
parking
restroom

79201

G. Evaluation

appearance
attitude
cooperation
dependability
exceeds
improvement
knowledge
performance
probationary
quality
quantity
review
safety
observation
organization
orientation
pedestrian
performance
precautions
prevention
reserved
safety
shift
supervisor
temporary
training

H. Numbers in words 1-100

I. General Information

analyze
announcement
assignment
caution
conditions
coordinate
danger
disaster
drug-free
effective
employee
employer
extinguisher
fire
flexibility
goal
group
holiday
instruction
inventory
lawful (un)
leader
manager
mandatory
manufacture
motivation

SKILLS COMMON TO ALL OCCUPATIONAL AREAS

Reading Skills

1. Recall Details
2. Interpret charts and diagrams
3. Learn new information

Writing

1. Spell words correctly

Math

1. Understand basic math

Critical Thinking

1. Sequence Events
2. Predict Outcomes

Speaking and Listening

1. Ability to follow directions

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Vocabulary and Skills Specific to Light
Industrial, Health, Hotel/Hospitality, Food Service

II. Vocabulary Common to Light Industrial

A. Measurement

category
centimeters
decimeters
feet
grams
inches
kilograms
kilometers
level
meters
ounces
pounds
quantity
specification
yards
yield

B. Building

cafeteria
designated
plant
program
station
warehouse

C. Personnel

group leader
inspector
liaison
plant manager
vice president

D. Safety Information

dangling
designated
guards
ignition
loose
machinery
nonskid
operate
particles
speed limit
tamper

F. Equipment

bolts
cleaning
handsaw
jam
nails
nuts
oiling
operate
pieces
repair
screwdriver
screws
tape measure
weight

G. Forms

cases
code
invoice
item no.
location
product

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Light Industrial
Machine Operator-Sewing Team Member - Victoria Vogue
Light Industrial-Shipping - A&B; Day-Timers
Machine Operator-Group Leader/Scheduler - Victoria Vogue
Supervisor of Machine Operators - A&Z
Machine Operator-Supervisor - Grief
Light Industrial-Assembly Specialist - Kelly
Assembly Line Worker-Quality Control Inspector - CDI

Tasks, Skills, Critical Thinking, Writing, and Math Skills are common to all areas.

Tasks

1. Addressing emergency situations and deciding quickly what to do.
2. Communicate to fellow workers/employees verbally and with written memos.
3. Complete end of the day production charts and forms both with written remarks and numerically total data.
4. Understand and complete work orders.
5. Coordinate materials.
6. Understand machine and equipment procedures.
7. Receive ongoing training sessions.
8. Know and practice safety requirements.

Schematics

1. Diagrams - machine operation.
2. Maps - of building and work areas.
3. Time Card/Time Sheet.
4. Work related forms.
5. Hazard Signs/Safety Warnings.

Reading Skills

1. Learn unfamiliar vocabulary - see lists.
2. have knowledge of work-related abbreviations.
3. Identify symbols.

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4. Recall details.

5. Locate specific information from reference material.

6. Read and understand written instructions.

7. Relate reading to personal job performance and experience.

8. Locate information on maps, charts and diagrams.

9. Recall or establish sequence of events.

10. Identify cause and effect relationships.

11. Skim to locate information.

Critical Thinking

1. Predict outcomes or future events.

2. Relate examples to ideas.

3. Draw conclusions based on prior experience.

4. Solve problems as a response to emergency or urgent situations.

5. Judge completeness of a task.

6. Establish a mental sequence of events.

Writing

1. Copy accurately.

2. Spell words correctly.

Math Skills

1. Basic math knowledge - addition, subtraction, multiplication and division.

Speaking and Listening

1. Ability to follow spoken directions.

2. Ability to verbally respond to problems.

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Group Leader - Victoria Vogue
Scheduler - Victoria Vogue
Supervisor - A&Z
Assembly Specialist - Kelly

Additional skills and tasks needed for these specific positions:

Tasks

1. Scheduling work hours.
2. Thoroughly knows process of company.
3. Give as well as receive ongoing training sessions.
4. Make recommendations to coworkers and supervisors.
5. Order supplies.
6. Evaluate worker performance.
7. Write job description.

Schematics

Schedules
Blueprints
Graphs

Reading Skills

1. Draw conclusions based on reading.

Critical Thinking

1. Judge accuracy.
2. Apply math.
3. Interpret chart and graphs.

Writing

1. Write an organized sentence or paragraph.
2. Support statements with examples.

Math

1. Knowledge of time and figuring hours for schedules.

3. Design a graph related to your area of production.

Listening and Speaking

1. Ability to give spoken directions.

2. Ability to clearly explain technical information and diagrams.

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Additional Task necessary for Shipper (A&B and Day-Timers) and Supervisor of Grief:

Task

Thoroughly understand shipping and labeling.

Additional Skills and Tasks for Quality Control Inspector - CDI. Includes basic and all skills for Group Leader, Scheduler, Supervisor and Assembly Specialist - Kelly.

Tasks

1. Recognize correct assembly of a specific product.
2. Read computer printouts.
3. Keep track of time spent on each job.
4. Thoroughly knows process of company.
5. Make recommendations to coworkers and supervisors.

Schematics

Blueprints
Graphs

Reading Skills

1. Draw conclusions based on reading.
2. Compare two items for accuracy.

Critical Thinking

1. Judge accuracy.
2. Apply math.
3. Interpret charts and graphs.

Writing

1. Support statements with examples

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Math

1. Knowledge of time and using it to calculate time spent on specific jobs.

2. Design a graph related to your area of production.

Speaking and Listening

1. Ability to clearly explain technical information and diagrams.

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III. Vocabulary Common to Food Services

A. Health

contagious
communicable diseases
gastrointestinal
infections
hepatitis
salmonella

B. General Information

assurance
cafeteria
check
clinical
current
danger
diet
dietician
distribution
donated
inventory
item
meal
mealtime
menu
number
place setting
ratings
register
reverse
supply
tray
vending

C. Measurement

case
cents
cups
degrees F&C
dime
dollar
gallons
half
nickel
ounces
pints
pounds
quarter
quarts

D. Foods

beans
bread
butter
cheddar
cheese
chips
cigarettes
coffee
corn meal
decaffinated
dry (milk)
flour
gum
gravy
hot chocolate
juice
macaroni
milk
mints
mozzarella
pea
peanut butter
pizza
potato
processed
regular
rice
rolled oat
salad
soda
soup
spaghetti
sugar
syrup
tea

E. Categories of foods

appetizer
beverage
canned
casserole
cold
condiment
cups
dessert
entree
meal
milled
pastry
starch
vegetable

F. Characteristics of food

acceptable
appearance
diet
dietary
modified
position
satisfactory (un)
taste
temperature
texture

G. Sanitation

apron
bacteria
bathe
cleanliness
covering
equipment
examination
germs
hairnet
hygiene
moist
uniform
utensils
well-groomed

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Food Service
Bus Boy/Waiter - Radisson
Dishwasher/Grill Person/Waiter/Waitress - Friendly's
Food Service Worker/Food Service Lead Worker - LV Hospital Center
Food Prep Level 1/Food Service Lead Worker - Wood Co.

Tasks

1. Communicates problems in quality control to other employees or management.
2. Understands safe working practices.
3. Making cash deposits - read register.
4. Able to learn and adapt to changes in menu, food processing, an setup.
5. Understand their job and how it relates to other jobs in the same department.

Reading Skills

1. Decode and understand new vocabulary.
2. Interpret abbreviations associated with food preparation.
3. Read charts and written descriptions of work area and routine and then relate that to the job.
4. Identify factual information and details written in a text and apply to work or personal life (i.e., orientation, benefit package, menu changes).
5. Locate information on charts.

Critical Thinking

1. Establish a mental sequence of events.
2. Infer cause and effect.
3. Predict events based on past work experience.
4. Learn workplace lingo (vocabulary and abbreviations used only in that specific workplace or situation) to key or initiate the next step to coworkers; i.e, "hold the mayo" means prepare without mayonnaise.

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Writing

1. Spell or abbreviate correctly.

2. Write simple employer prescribed description indicating what they has been done and/or needs to be done by fellow employees.

3. Copy information from charts onto receipts or packaging of food product.

Math

1. Able to make change.

2. Add and subtract decimals; i.e., money.

Communication Skills

Listening

1. Ability to follow spoken directions.

2. Listen and sort details to retain important points.

3. Listen and respond appropriately to job related problems.

Speaking

1. Ability to communicate clearly in concise terms with other employees and customers.

2. Give spoken directions.

3. Explain a diagram or receipt clearly.

Food Service/Food Service Lead Worker

Tasks (Specific to Wood Co.; Lehigh Valley Hospital Center)

1. Schedule employees and keep work time recorded.
2. Prepare production worksheet and amounts.
3. Check list completed before each meal.
   - Food Temperature
   - Appearance
4. Supervises orientation and training of new employees.
5. Conducts employee evaluation and disciplinary procedures.
6. Conducts inservice education for employees.
7. Reading recipe cards - understands proportions and adapts recipes (conversion).
8. Ordering supplies/dealing with inventory list.
9. Complete production reports.

Schematics

1. Maps of work areas (differ by employer).

Reading Skills

1. Read and interpret meal preparation procedures.
2. Review check list and relate to actual job completion.

Writing

1. Prepare written time schedules.
2. Write in complete sentences and paragraphs.

Critical Thinking

1. Able to form reasoned opinions on employee's performance.

Math

1. Work with caloric charts.
2. Use fractions to convert and adapt recipes, multiplication and division of fractions.
3. Able to keep a running total using addition and subtraction to keep an inventory list.
4. Knowledge of basic banking practices; cash deposits.

Waiter/Waitress (Friendly's; Radisson)

Tasks

1. Know contents of food and explain to customers upon request.
2. Write orders.
3. Communicate specials of the day.
4. Do setup.
5. Handle guests' complaints politely.
6. Complete daily restaurant report.
7. Bartending (Radisson only).

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V. Vocabulary Common to Health Care

A. Staff

aide
clinical
dietitian
doctor
housekeeper
nurse
orderly
physician

B. Patient related

bandage
behavior
blood
body parts
cardiac
cast
clothing and accesories
CPR
dietary
dignity
discharge
drainage
dressing
elimination
fluid
function
furnishing
- ambulation
- bed
- bedpan
- letter
- linen
- restraint
- siderail
- urinal
- wheel chair

gereatric
Heimlich Maneuver
illnesses and health condition
- blood pressure
- height
- pulse
- respirations
- weight

infection
intervals
isolation
laboratory
operation
oral
pharmacy
post mortem
prevention
privacy
psychological
pulmonary
recreational
resident
resuscitation
scrub
social
specimen
sterile (non)
suicidal
surgical (pre)
syringe
toileting
trauma (post)
treatment
- enema

urinary
visitors
witness

C. General terms

certification
duties
duty
license
medical
protocol
requisition
therapeutic
volunteer

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Health Care

Nurse's Aide/Home Health Aide/Nursing Technical Assistant - Eldercare
Nurse's Aide/Nursing Technical Assistant - Lehigh Valley Hospital Center
Nurse's Assistant/Activities Assistant - Phoebe-Devitt
Nurse's Assistant/Office Worker/Secretary - Phoebe-Devitt
*Patient Attendant/Nurse's Aide - St. Luke's Hospital
*Nursing Assistant/Nurse's Aide - Liberty Nursing Home

*Both take further education not included in following breakdown of tasks and skills.

Shared by all employees in health care.

Tasks

1. Communicating with patients, supervisors and other staff.
2. Reading and interpreting medical charts.
3. Understanding safety requirements and putting them to use.
4. Attending required continuing education programs.
5. Reports broken and non-functioning equipment.
6. Keeps track of hours on a time sheet.
7. Responds to inquiries and problems both verbally and in writing.
8. Maintains inventory.

Skills (Reading)

1. Recall details.
2. Locate specific information - use reference material.
3. Infer meaning from content clues.
4. Establish a sequence of events.
5. Read to find details to support conclusions or statements.
6. Learn and review factual information.
7. Identify definitions and descriptions of terms - decode vocabulary.
8. Read and interpret charts and other written patient information written by other employees.
9. Understand abbreviations and symbols associated with the job; i.e., medicine labels.
10. Read to find cause and/or effect.
11. Relate reading to personal experience.

Schematics

1. Schedules and Calendar.
2. Diagrams and Charts.
3. Maps.
4. Time Sheets.

Writing

1. Organize information in an outline using timed sequence.
2. Write an organized sentence and paragraph.
3. Copy words correctly.
4. Spell accurately.

Critical Thinking

1. Predict future/alternative events.
2. Establish a mental sequence of events.
3. Draw conclusions.
4. Compare/contrast events and points of view.
5. Identify cause and effect.
6. Classification of items under appropriate categories.
7. Analyze information.

Math

1. Understand basic math.
2. Accurately tell time.

Listening

1. Follow spoken directions.
2. Respond to emergency situations.

Speaking

1. Describe events to other workers.
2. Relate problems in a time sequence.
3. Respond appropriately to emergency situations.

Health Care continued.

Specific to Office Worker - Phoebe-Devitt. Needs word processing training.

Tasks

1. Process cash receipts and donations.
2. Prepare mailings.
3. Provide year-end financial reports.
4. Types correspondence, memos.
5. Answers and places phone calls and takes messages.
6. Maintains record keeping and filing system.
7. Arranges meetings and conferences.
8. Assists with workshops.
9. Coordinates all word processing and data processing work.
10. Purchases routine items for inventory.

Writing

1. Able to write a business letter.

Math

1. Business math.

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Health Care continued.

Specific to Nursing Technical Assistant - Eldercare. (Driver's license necessary.)

Tasks

1. Pass drivers test and secure license.
2. Locate and drive to patient's residence.
3. Work with patient not in a hospital setting and sometimes alone (only worker on duty).

Critical Thinking

1. Test-taking strategies both written and by demonstration; i.e., road test safety check.
2. Analyze information while driving to react quickly and safely.

Speaking

1. Able to communicate patient needs over telephone to other professionals.

Nursing Technical Assistant - Eldercare and Lehigh Valley Hospital

Tasks

1. Monitoring vital signs of patient.
2. Initiates CPR where necessary.
3. Records information of patient charts.
4. Understand dietary needs of patients.
5. Acquire current knowledge of social, psychological and recreational needs of the aging.

Skills (Reading)

1. Read and understand dietary information.

Math

1. Calorie information.
2. Metric measurement.

Speaking

1. Able to communicate patient status as it happens.
2. Able to communicate with other medical professionals as well as patient's family.
3. Ability to explain medical terminology in laymen terms.

Listening

1. Listen to patient and convey complaints and problems to acquire appropriate action.

Specific to Activities Assistant - Phoebe-Devitt.

Tasks

1. Coordinate/schedules, assignments of volunteers.
2. Orientation for new residents.
3. Arrange special events.
4. Personally acquaints oneself with assigned residents and coordinates their psycho-social life with other personnel.
5. Acquires current knowledge of social, psychological and recreational needs of aging.
6. Records information on patient charts.

Reading

1. Identifies definitions and description of terms associated with new information on aging.

Hospitality

Bell Hop/Van Driver - Days Inn (Driver's license required)
Bell Hop/Desk Clerk - Days Inn
Fountain Server/Customer Service Supervisor - Friendly's

Tasks

1. Keep daily record of customer comments/problems and solutions.
2. Understand and practice safety requirements.
3. Knowledge of building layout.
4. File accident reports.
5. Attend training sessions.

Reading Skills

1. Establish sequence of events from written material.
2. Recall details.
3. Understand and interpret schedules.
4. Interpret diagrams.
5. Learn job specific vocabulary.
6. Learn/review basic factual information.

Writing

1. Spells words accurately.
2. Write simple descriptive sentences.

Schematics

1. Maps.
2. Diagrams and Charts.
3. Schedules.

Math

1. Basic

IV. Vocabulary Common to Hotel/Hospitality

A. Hotel/Hospitality

bakery
breakfast
carry-out
check
classic
cocktail
conference
contractor
convention
dinner
directory
elevator
evacuation
expenditure
grill
guaranteed
guest
hospitality
hotel
incident
invitation
log
luggage
lunch
magazines
maintenance
menu
motel
orders
party
privacy
promotion
restaurant
register
requisition
reservation
schedule
snack
specials
targeted
tips
vacant

Vocabulary specific to the particular small business, menus and inventories. ie supermelts, munchies.

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Hospitality

Bell Hop/Van Driver - Days Inn (Driver's license required)
Bell Hop/Desk Clerk - Days Inn
Fountain Server/Customer Service Supervisor - Friendly's

Tasks

1. Keep daily record of customer comments/problems and solutions.
2. Understand and practice safety requirements.
3. Knowledge of building layout.
4. File accident reports.
5. Attend training sessions.

Reading Skills

1. Establish sequence of events from written material.
2. Recall details.
3. Understand and interpret schedules.
4. Interpret diagrams.
5. Learn job specific vocabulary.
6. Learn/review basic factual information.

Writing

1. Spells words accurately.
2. Write simple descriptive sentences.

Schematics

1. Maps.
2. Diagrams and Charts.
3. Schedules.

Math

1. Basic

Communication

Listening and Speaking

1. Listen and respond appropriately to customers.
2. Follow spoken directions.
3. Share information with other employees.

Critical Thinking

1. Predict future events based on past experiences.
2. Establish a mental sequence of events.
3. Draw conclusions.

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Hospitality continued.

Specific to Van Driver - Days Inn.

Tasks

1. Transport guests to room.
2. Drive guest to various destinations.
3. Transport guests or pick up guests at varied locations throughout a 20 mile radius of hotel.
4. Use of road maps.
5. Follow oral and written directions.
6. Basic knowledge of van maintenance.
7. Keep a mileage log.
8. Give information on hotel and events taking place in the area.
9. Pass test to obtain an secure drivers license.

Skills

Reading

1. Interpret maps.

Writing

1. Keep a log.

Critical Thinking

1. Schedule their own time.
2. Utilize test-taking strategies both written and demonstration.
3. Continually analyze information to react appropriately while driving.

Communication

Speaking and Listening

1. Orally requests directions in person and by phone.

Hospitality continued.

Specific to Desk Clerk - Days Inn.

Tasks

1. Check guests in and out.
2. Be able to give information on hotel events in the area.
3. Handle emergency situations.
4. Take reservations by phone.
5. Schedule certain events and work assignments.
6. Ability to give geographical directions.
7. File accident reports.

Skills

Reading

1. Read and interpret handwritten memos.
2. Proofread own notes taken from phone.

Writing

1. Spell correctly.
2. Write notes dictated by phone or customer to indicate next step to other employees.

Speaking and Listening

1. Listen and respond to customers by phone.

Critical Thinking

1. Prioritize to complete schedules.

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Hospitality continued.

Tasks and skills specific to Fountain Server/Customer Service Supervisor - Friendly's.

Tasks

1. Keep staff communication log.
2. Order supplies.
3. Set up menu and pricing.
4. Schedule employees and make adaptations to the schedule.
5. Take orders.
6. Fill out training forms for new workers.
7. Train new people.

Skills

Reading

1. Food preparation abbreviations.
2. Review checklists and interpret.

Writing

1. Write complete paragraphs.

Math

1. Make change and understand the use of currency.
2. Interpret inventory lists.
3. Fractions and measurement for menu.
4. Interpret cash register receipts.

Critical Thinking

1. Prioritize; i.e., complete schedules to personnel.

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Housekeeper, Executive Housekeeper

(St. Luke's, Radisson, Hamilton Plaza, Days Inn)

Tasks

1. Schedule employees.
2. Train employees - orientation.
   - Work from written materials and explanations.
3. Give instructions to employees.
4. Respond to emergencies.
   - employee absenteeism.
   - accident reports.
   - complaint report - employees.
5. Daily inspections to see if job is being done (checklist).
6. Demonstrate correct use of chemicals, supplies, etc.
7. Order supplies - maintain inventory.
8. Knowledge of abbreviations that pertain to working environment.

Skills

Reading

1. Learn unfamiliar vocabulary - cleaning needs, etc.
2. Literal comprehension.
   - Recall details.
   - Locate specific information.
   - Establish sequence of events.
3. Relate reading to personal experience.
4. Learn/review basic factual information - orientation.
5. Understand inventory list.

6. Interpret abbreviations and symbols used in training information and on cleaning supplies.

7. Read and review checklist of employees' performance.

Writing

1. Organize schedules.

2. Write complete sentences and paragraphs.

   - Written inspections.

   - Complaints of employees.

3. Spell words with accuracy.

4. Substantiate opinions in writing.

Math

1. Understand basic math for scheduling and ordering supplies.

Schematics

- Maps
- Schedules
- Machine Instructions
- Safety Symbols and Charts

Critical Thinking

1. Establish a mental sequence of events.

2. Draw conclusions.

3. Predict/describe future/alternative events based on past experience.

Listening

1. Ability to follow spoken directions.

2. Listen and sort details to retain important points.

3. Listen and respond appropriately to job related problems.

Speaking

1. Ability to communicate clearly to other employees and guests.

2. Give spoken directions.

3. Explain a diagram or map clearly.

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Sample Workplace Material

SEXUAL HARASSMENT PREVENTION POLICY

The subject of sexual harassment in employment has received considerable attention recently from the media, from human rights organizations, and from the Equal Employment Opportunity Commission. It is timely to state clearly the [illegible] on this subject.

Sexual harassment is a form of employee misconduct which undermines the integrity of the employment relationship. All employees must be allowed to work in an environment free from unsolicited and unwelcome sexual overtures. Sexual harassment does not refer to occasional compliments. It refers to behavior which is not welcome, which is perceived as offensive, which debilitates morale, and which, therefore, interferes with the work effectiveness of an employee and his/her co-workers. Sexual harassment may include such actions as:

- Sex-oriented verbal "kidding", abuse, or unwelcome jokes;
- Subtle pressure for sexual activity;
- Inappropriate physical contact in the work place such as patting, pinching, or constant brushing against another's body;
- Demands for sexual favors, accompanied by implied or overt promises of preferential treatment or threats concerning an individual's employment status;
- Implied or overt promises of either preferential treatment or threats concerning an individual's employment status based on the individual's sex or perceived characteristics of that sex;
- Refusing to cooperate in work duties because of the sex of a supervisor, manager, or co-worker.

Sexual harassment is a prohibited personnel practice because it can result in discrimination for or against an employee on the basis of conduct not related to work performance.

Within our company, a supervisor or a manager who uses implicit or explicit sexual behavior to control, influence, or affect the career, salary, or job duties of an employee is engaging in sexual harassment. Similarly, an employee of our company who behaves in this manner while conducting business is engaging in sexual harassment.

It is possible for sexual harassment to occur at two levels: 1) among peers or 2) between supervisors and subordinates. Individuals who experience sexual harassment from co-workers must make it clear that such behavior is offensive to them and bring the matter to the appropriate supervisor's attention. In fulfilling their obligations to maintain a positive and productive work environment, supervisors and managers are expected to stop any harassment of which they become aware by calling attention to our Company's policy or by more direct disciplinary action, if necessary.

A form of sexual harassment which may be more difficult for employees to cope with occurs when a supervisor or manager threatens to use (or uses) the power of the position to affect the career, salary, or job of another employee in exchange for sexual favors. Individuals who instigate this type of harassment are also subject to disciplinary action, which may include suspension, demotion or termination.

Employee Name: _____ Date: _____

Dept: _____ APPLAUSE STATEMENT

Purpose: To give you formal recognition for what you did that helped us be more effective here at

1) Summary of your actions or words from my perspective: (who'what'when'where)

2) The positive results and impact on our department or on the company of what you did:

_____ _____ _____

Supervisor Signature Date Employee Signature

Employee Comments: (please feel free to continue on the back, if needed).

REFRIGERATED STORAGE:

Do It Right

COLD FOOD – 40°

LABEL IT. **DATE IT.**

STORE COOKED FOOD HIGH

Possible differential of
5° - 10°
between top and bottom shelves.

STORE RAW FOOD LOW

Remember: Raw Food needs low temperature
Low Shelf = Low Temperature

DO NOT USE THIS FOOD

Distressed merchandise stored in this area is awaiting return to Vendor. Includes bulged or damaged cans, contaminated or poor quality food.

Return to Vendor as soon as possible, or show to salesman, get credit, and discard these items. Do not keep these items longer than is needed to receive credit. If product is contaminated with pests, get rid of it immediately after calling Vendor. Do not allow contaminated products to promote infestation of good products. Keep distressed merchandise on a bottom shelf away from other foods or supplies.

185

Hang this sign on front of shelf above, so that product is stored behind the sign and so sign is not obscured.

186

PYRAMID MANAGEMENT MEETING

FAIR

CONSISTENT

THE NEXT SUPERVISORS MEETING WILL BE HELD

day/date: _____

time: _____

place: _____

PREDICTABLE

THE APPLICATION FOR EMPLOYMENT

TO APPLICANT: We appreciate your interest in our organization and assure you that we are sincerely interested in your qualifications. A clear understanding of your background and work history will aid us in placing you in the position that best meets your qualifications and may assist us in possible future upgrading.

YOUR AUTHORIZATION: The Company is hereby authorized to make an investigation of my personal history and educational background. This inquiry includes information as to my character, general reputation and personal characteristics. I understand that if employed, false statements on this application shall be considered sufficient cause for dismissal.

By signing this application I acknowledge that my employment may be terminated by me or by The Company at any time and for any reason and that nothing in this application or the interview process or the course of my employment with The Company, if I am hired, will constitute a contract of employment except an express written and signed employment contract. I further acknowledge that if hired I have a continuing obligation to inform The Company about any condition in my physical or mental health which could affect my employment, my fellow employees or the relationship of The Company to its customers.

The is AN EQUAL OPPORTUNITY EMPLOYER

_____
Signature of Applicant

(Please Print Clearly)

Date: _____

Name: _____ Social Security Number _____
Last First Middle

Present Address _____
No. Street

_____ Telephone No. _____
City State Zip

1. Are you over the age of eighteen?_____ If no, hire is subject to verification that you are of minimum legal age.
2. Have you been convicted of a crime in the past ten years, excluding misdemeanors and summary of offenses?_____. If yes, describe in full _____

_____

3. Any health problems or physical disabilities which could affect your employment? ☐ Yes ☐ No Do you now have or have your had, within the last six months, any contagious or communicable diseases, or gastro-intestinal infections, or have you ever had hepatitis or salmonella? ☐ Yes ☐ No

Explain any yes answers in detail:_____

_____

5. Position(s) applied for _____

Rate of pay expected $_____/week

6. Would you work Full-Time_____ Part-Time_____

Specify days and hours if part-time _____

7. Were you previously employed by us?_____ If yes, when? _____
8. List any friends or relatives working for us _____

_____
Name(s)

9. If your application is considered favorably, on what date will you be available for work? _____ 19___
10. Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with the Company? _____

_____

_____

11. Did you graduate from high school?_____ If yes, give month and year your graduated _____

Name of High School _____

12. Have you attended any school after high school? _____

Name and address of school _____

_____

_____

_____

Did you graduate?

_____ Yes—Date _____
Month/Year

_____No—Number of Years Attended _____

Month & Year Last Attended _____

_____
Course of Study Diploma or Degree

(See Questions on Reverse Side)

ME BOOK

NT AND ACCEPTANCE ORM

. WELCOME BOOK
procedures by which the Company

s book if I should separate from the

t of the WELCOME BOOK in no way
basis other than terminable at the will
ıt reason.

bility

Maiden

ZIP Code

A).

e genuine and relate to me. I am aware that
this certificate.

e above was prepared by me

Zip Code

from List C and check the correct boxes.

List C
Employment Eligibility

inal Social Security Number Card (other
a card stating it is not valid for
loyment)

irth certificate issued by State, county, or
icipal authority bearing a seal or other
fication

xpired INS Employment Authorization
rify form

ent Identification

ion Date (If any)

ıal, that they appear to be genuine, relate to

Title

Date

U.S. Department of Justice
Immigration and Naturalization Service

HEALTH MAINTENANCE PROGRAMS (Preventative Maintenance)

With the selection of either HMOPA or Keystone Health Plans, costs are minimized including both doctor visits and referrals. Employees are eligible to enroll in either of these plans after 6 months of employment.

HMOPA AND KEYSTONE COMPARISON

HMOPA

- Use of Primary Care Physician.
- $2.00 charge for each office visit.
- No deductibles.
- No Claim Forms.
- Provide 100% coverage for illness and injury.
- Provide 100% preventative coverage.
  All doctors must be HMOPA participating.
- Referrals to HMO Specialists only.
- Unlimited number of Primary Care Physicians per family.
- Must choose one participating pharmacy.
- $2.50 co-pay for prescriptions.
- Eye exams covered if referred by Primary Care Physician.
- $35.00 toward eye glasses every 2 years.
- Can select personal Gynecologist along with Primary Care Physician.
- Routine Newborn Care.
- Mental Health Care - Outpatient:
  1-2 visits - 100%
  3-10 visits - $10.00 co-pay
  11-20 visits - $25.00 co-pay or 50% of fee - whichever is less.
- Stop Smoking Programs.
- Health Club Membership discounts.
- Membership Newsletter/Magazines.
- Cancer Screening.

KEYSTONE

- Use of Primary Care Physician.
- Free office visits.
- No Deductibles.
- No Claim Forms.
- Provide 100% coverage for illness and injury.
- Provide 100% preventative coverage.
- Doctors are affiliated with Blue Cross/ Blue Shield.
- Referrals to any Blue Cross/Blue Shield participating specialists.
- Limited to 2 Primary Care Physicians per family.
- Can go to any participating Pharmacy.
- $5.00 co-pay for prescriptions or $3.00 for generic drugs.
- Vision Screening provided by Primary Care Physicians.
- No provision for eye glasses.
- Must use Primary Care Physician for routine Gynecological visits.
- Routine Newborn Care.
- Mental Health Care - Outpatient:
  $25.00 co-pay for 20 visits in a 12 month period.
- Stop Smoking Programs.
- Health Club Membership discounts.
- Membership Newsletter/ Magazines.

HOLIDAYS

The Companies offers eleven paid holidays per year. The following days are holidays:

New Year's Day
Martin Luther King's Birthday
Good Friday
Monday after Easter
Memorial Day
Independence Day
Friday before Labor Day
Labor Day
Thanksgiving Day
Friday after Thanksgiving
Christmas Day

CREDIT UNION

Employees may join the Credit Union at any time after they start working at Benefits of belonging to the Credit Union include: direct deposit into either checking or savings account, paycheck cashing, and loans. For more information, visit the Credit Union office.